

King's Lodge School

where kindness and respect foster quality learning for a lifetime of success

Catch-Up Premium Plan



Summary information					
School	King's Lodge Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 26,240	Number of pupils	321

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Y11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Many of the children at King's Lodge had parents who continued to work during lockdown but from home. This was a significant difficulty as parents tried to manage multiple children and their learning whilst having to work during the school day from home.

Maths	Some content, which was identified, had not been taught in class during 2019-20. A plan was created to ensure those areas were taught first (the previous year's content and the current years content was combined). Ready to progress criteria were also given a higher priority. Whilst this 'summer term learning' was being taught number objectives from the previous year were being assessed and monitored during short arithmetic style questions (4-6 questions) on a daily basis – teaching specific children and groups as necessary. All year groups then began teaching the curriculum from place value by the start of term 3. Therefore the missing curriculum from the previous year and the curriculum from the current year was covered (although a portion of this was covered through remote learning during the third lockdown).
Writing	Children here at KLS have not made as much progress in writing during the year as we would normally expect. During lockdowns, there have been tasks set involving writing and developing writing skills but many parents who supported their children found this the most difficult area to support. The use of electronic devices prevented and in many cases reversed progress. Children have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who did maintain writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown.
Reading	Children at KLS continued to access reading during lockdown and we purchased a subscription to Oxford Owl online to support this. This is something that was more accessible for some families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have taken place already this will need to continue if the gap is to close.
Non-core	During lockdown, here at KLS, we did not abandon the non- core subjects and we maintained a level of learning in the non-core areas which ensured that children remained enthusiastic and engaged in their learning. Children valued the opportunity to learn exciting knowledge with parents and siblings and we enjoyed seeing this.

Planned expenditure – (The headings below are grouped into some of the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Quality first teaching in single aged classes:</u></p>	<p>We will move to single aged classes across the whole school to support smaller class sizes for 1 year. This means we will not be reducing to 11 mixed age as our budget had suggested but will increase to 13 classes. 1 full time teacher on a 1 year contract was maintained and a large year 3 class will be supported by 2 teaching assistants. (34,000)</p>	<p>As children returned to school they felt confident and benefitted from being in a class of less than 30 in years R,1,2,4,5,6 with 2 teaching assistants being placed in a class of 34 year 3 children. Progress initially between Sept and Dec 2019 was very good. January lockdown had a significant impact and on returning to school in March children again benefitted from this approach. End of year progress from children’s starting points was good but did not bring ARE attainment. Children were well settled within their classes and attendance overall was above 90% for all pupils and Pupil premium children. Emotional well-being was high more most children and the strategies we employed were very effective.</p>	<p>SLT</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Tests were purchased to enable children to sit the test for the end of their previous year supporting teacher assessment in Reading Maths and SPAG. The children sat these in October 2020 (At a cost of £1375)</p>	<p>Gaps were identified and support for catch up implemented through teaching assistants placed within the classes daily.</p>		<p>Dec 2020</p>
<p><u>Emotional well-being support</u></p>	<p>Employment of a pastoral manager from January 2021 (At a cost of £24,816)</p>	<p>Children’s emotional well- being has been significantly improved through daily access to our pastoral manager. Children know and understand when they are not feeling 100% and they have begun to access this support without adults directing them. Parents and particularly children are very positive about this intervention</p>		<p>July 2021</p>
Total budgeted cost				£

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Gaps in children's core knowledge to be closing enabling children to work closer to ARE	1 additional experienced teacher employed for 2 days a week to work within small groups and on a 1 to 1 basis within KS2 <i>(At a cost of £16,000)</i>	Gaps closed well between Sept and Dec and were significantly impaired following Jan – March lockdown. Children gained in confidence again throughout the spring and gaps closed but not fully	KS/AW	July 2021
				£16,000
Total budgeted cost				£76,191

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To support families who must return to work	Breakfast club and after school club to be opened following closure of private company including a good breakfast and after school food offer (This club currently runs at a loss weekly and governors and SLT are monitoring)	Small numbers impacting on the cost but the families who need this are very grateful. Children are in a safe space Children knew the staff felt confident to return and morning transfers were smoother for any nervous children enabling of a good start to learning	SLT & governors	Dec 20 July 21
Total budgeted cost				
			Cost paid through Covid Catch-Up	£26,240
			Cost paid through school budget	£49,951