

FRITHVILLE PRIMARY SCHOOL & NEW YORK PRIMARY SCHOOL

Catch-up Premium Strategy 2020-21

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 11.

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.

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Use of Funds:

Frithville and New York Primary School will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. We will be using this document to help us direct our additional funding in the most effective ways.

EEF Recommendations:

Potential strategies/activities:

Teaching and whole school strategies

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted approaches

- One to one and small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with SEND

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology
- Successful implementation in challenging times
- Interim Ofsted visits to schools between 28 September and December 2020

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Identified impact of lockdown

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.

Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.

Non-core

There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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At both Frithville and New York, the £6000.00 of funding allocated will be used in order to provide:

- Curriculum resources and materials that support “catch up” and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are three broad aims for “catch up” at Frithville and New York:

- To ensure our most vulnerable groups are not disadvantaged further and have the opportunity to catch up on learning
- To make effective use of the Catch-Up Premium in narrowing the gaps for pupils most affected by school closures
- The mental health needs of pupils are met and supported by both schools.

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Catch Up at both Frithville and New York will involve:

- *Working through well sequenced, purposeful learning schemes...*

For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose and Pearson Schemes as our foundation of learning, adapting plans for individual catch up programmes.

- *Focus on consolidation of basic skills...*

The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

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Catch Up at both Frithville and New York will involve continued:

- *Additional lesson time on core teaching...*

Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.

- *Particular focus on early reading and phonics...*

This is always a focus across both schools and will continue to be so in order to develop children's reading ability and vocabulary.

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Catch Up at both Frithville and New York will involve continued:

- *Assessment of learning and of basic skills to identify major gaps...*
All class based staff will work to identify gaps in learning and adapt teaching accordingly.
- *Time spent on mental health, wellbeing and social skills development...*
This will be at the core of all catch up work across both schools, as many children will have not been in formal school setting for a number of months.

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For some children, catch Up at both Frithville and New York will involve:

- *Additional support and focus on basic core skills...*

Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

- *Additional time to practice basic skills...*

This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

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