

Catch –up funding plan Foljambe Primary School

Catch up Premium spending 2020-21

SUMMARY INFORMATION

Total number of pupils:	114 to be adjusted from Census data	Total Catch-up budget: (estimated)	£9,120
		Amount of pupil premium received per child:	£80

IMPACT OF LOCKDOWN

During lockdown daily routines for pupils at Foljambe have evaporated and with it, any known curriculum framework. Many of our pupils have had disrupted sleep patterns and a lack of routine. Whilst clear routines in home schooling were encouraged, in many cases this was not possible. Our pupils come to school not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. This lack of routine and structure has had a significant impact on pupils' resilience, stamina and engagement in learning, together with noticeable impact on their physical well-being.

In order to support pupils' physical and emotional health and wellbeing, Foljambe is taking part in the 'Creating Active Schools Framework' in conjunction with the Yorkshire Sport Foundation, so that the school can become an 'active school'.

Assessment information on return to school, highlights significant gaps in children's learning. In maths this is being addressed through additional teaching of specific areas (cohort dependent) through short sessions at the start of a main maths lesson or through full lessons, dedicated to a particular aspect. Some children have fallen further behind than others. The youngest children and children with specific needs have been the worst affected as their learning was not as secure. There is a real need for the reinforcement of basic skills in the lower year groups and with specific groups of children through the rest of school. Where gaps in learning cannot be addressed through quality first teaching, targeted small group and 1:1 intervention will take place during the second half of the Autumn term. This will be delivered by class teachers who are the most skilled professionals to move learning forward. Additional online resources will be purchased to support this learning both in school and remotely.

Low levels of Literacy have been further impacted by the effects of lockdown. Phonics and phonological awareness remain a problem and school is constantly gap-filling skills from pre-school. Children in the Early Years are demonstrating significant difficulties in language down to the basics of speech production. They find it difficult to listen and follow instructions. Full speech and language screening is ongoing, however, a significant number of children currently need support from the

Speech and Language team. Children through school are hindered by their lack of understanding of tier 2 vocabulary and this is a barrier for their development across the curriculum. Assessments are taking place to determine whether the exact nature of the issue is a memory or language issue. Catch up on Literacy skills will be in the form of Lexia through the whole of school.

The uptake of home learning during lockdown was poor. Lack of appropriate IT for pupils in their homes significantly impacted on this. School therefore plans to purchase additional chrome books to support learning both in school and remotely should school or bubbles have to close.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low phonics ability of children in Foundation to Year 4 classes - presents a barrier to accessing other aspects of the curriculum
B	Low levels of language comprehension and difficulties with speech and language skills present barriers to progress across the wider curriculum
C	Low levels of maths attainment and gaps/loss of learning in basic skills of children working just below ARE particularly in Key Stage 1 and 2

ADDITIONAL BARRIERS

External barriers

D	Lack of access to technology/motivation/parental support to complete home learning
E	Ongoing problem of Covid isolation is making it difficult to address issues in learning and the affected children need intensive support that cannot be provided at home and impact of teaching is severely impacted by ingoing periods of isolation
F	

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To improve children in the Early Years phonological awareness, letter sound knowledge listening and vocabulary skills through the implementation of the NELI project	Children will make an additional 2 months progress in their speech and language skills
B	To improve phonological awareness, phonics, fluency, vocabulary, comprehension and spelling of all pupils from Y1 to Y6 through the implementation of the Lexia programme	Children will progress in their literacy ability regardless of school closure or self-isolation
C	To improve the basic maths skills of the less able pupils in school to enable them to access higher content as they move through school	Identified children will have secure basic skills as a platform to build future learning.
D		

Planned expenditure for current academic year

ACADEMIC YEAR 2020-21

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement Lexia programme from Y1 – 6	To improve phonological awareness, phonics, fluency, vocabulary, comprehension and spelling of all pupils	This programme addresses many of the areas of difficulty that our children have. As it is online, it is suitable for use in the event of a lockdown or period of isolation. Feedback is given immediately to the teachers so that	100 Licenses at a cost of £1,833 (for 3 years)	JV	Summer Term

	from Y1 to Y6 through the implementation of the Lexia programme	they know which children to target with further support in particular aspects.			
Total budgeted cost: £1833					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Small Group Targeted Class Teacher intervention	To improve the basic maths skills of the less able pupils in Foundation, KS1 and targeted children in KS2 to enable them to access higher content as they move through school	EEF guidance/ research has identified 1:1 or small group targeted intervention with a skilled practitioner shows a consistent impact on attainment of approximately 3 to 4 additional months progress. At Foljambe the class teacher is the most appropriate and skilled person to deliver this.	Class teachers to use their PPA time to teach targeted pupils in small groups or 1:1 basic skills as identified through the gap analysis. 7 weeks (Autumn term) @ £31.00 per hour = 84 hours Total £2,604	MN	Spring term
Purchase of additional online resources	To improve the basic maths skills and phonics for all pupils within school and during remote learning.	Proven resources to develop pupils' confidence and fluency in maths and phonics.	My Maths @ £339.00 Phonics Play - £120.00 Total: £554	MN JV	
Purchase of additional computers for pupils to access online learning while at school and at home for online learning.	To enable all pupils to access online learning at home.	Devices will help children and young people to access remote education. These devices will also help to provide access to social care and other services to support safety and wellbeing.	Chrome books – full class set: 30 @ £140.00 £4,200.00	MN & BB	

	Total budgeted cost: £7,263
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