



Coronavirus (COVID-19): catch-up funding plan 2020-21

The government is providing schools with universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools use this funding for specific activities to support pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Flimby Primary School will receive £11,040 for the academic year. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term.

This plan outlines how we are going to invest the funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments.

Catch-up plan

School name:	Flimby Primary School						
Academic year:	2020 - 2021						
Total number of pupils on roll:	157						
Total catch-up budget:	£11,040	First installment:	£2,960	Second installment:	£3,480	Third installment:	£4,600
Date of review:	September 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Accelerated reader	Children in Year 2 – 6 are registered on the Accelerated Reader Programme. All students have completed the STAR reading test at the beginning of the year regularly throughout the year. The STAR reading test assesses initial reading age and ability and identifies specific areas of need for students. Ongoing	Children build confidence in reading because they are reading within a moderate challenge reading age. Quizzes target Accelerated Reader levels and give students immediate feedback. Children will make more progress in the NFER termly reading assessments.	£3,904.34	Emily Grima	Star Reading test data shows progress. Children who then require further intervention can have this put in place (eg Reciprocal Reader, RWI Catch Up)

	Accelerated Reader quizzes monitor progress along with regular STAR reading.				
International Dyslexia Learning Solution - IDL ANNUAL SOFTWARE – LITERACY and NUMERACY	<p>IDL Literacy will improve reading and spelling amongst pupils with various literacy problems, removing visual stress by the use of colour, and for those who have poor phonological skills.</p> <p>IDL Numeracy will improve ability for low-attaining learners in mathematics. It includes a fully graded course to support the National Curriculum for KS1 (Key Stage 1) maths and KS2 (Key Stage 2) maths. In order to be inclusive, the lessons in IDL are designed to reduce the stress those with dyscalculia would ordinarily feel when faced with mathematical problems.</p>	<p>IDL Literacy produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.</p> <p>IDL Numeracy is a maths support programme that recognises specific learning difficulties and addresses them via enjoyable and interactive lessons.</p>	£498	Liz Humes	<p>We found that some children using the programme made good progress but other children did not engage as well with the layout of the programme. Even though children were self-led, we found that younger children needed more support accessing the resources and the sessions did not always save so progress was not recorded. We have decided not to renew the licence for next year.</p>

Assessment data from Baseline tests in September 2020 used to diagnose any substantial gaps in student understanding and robust plans made as a consequence.	Teachers understand the overarching themes for areas of misconception or gaps in children's understanding. This information is used to adapt teaching plans for September and inform priorities for each cohort of children. Medium term plans are adapted as required. Class teachers have a secure understanding of where subject specific intervention might be necessary.	Through analysing the results teachers know any targeted teacher input that is required to ensure children continue to make progress through the curriculum. Schemes of work are adapted accordingly and all students are able to access the curriculum and make progress towards subject specific outcomes and benchmarks. Ultimately, the impact of this will be a continuation in academic progress for all groups of students	£0	All Class Teachers	Summer assessment data will show children have made good progress based on their starting points in September. Medium term plans in each subject area will be adapted accordingly.
Total spend:			£4402.34		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Supply	The employment of an unqualified teacher (previously a student) in KS1 means that interventions are timely, preventative, substantial and with a clear focus on ensuring that children can	Children who may have not engaged as well in home learning are able to be re-started on their subject curriculum journeys, with A. Watson delivering the planned curriculum with small groups of children.	£2,006.59	Aimee Watson	Data analysis for the summer term, lesson observations and learning walks showed the children to be working on targeted interventions and that the children made good progress.

	address any gaps in their learning.				
Supply	Specific targeted support for behavioural issues within the school.	Children will have strategies for de-escalating and managing their behavior.	£2,263	Phoebe Wilson	Whilst in post behavior incidents reduced.
Targeted interventions	Specific intervention sessions delivered by TAs where there are specific gaps – RWI, handwriting, Motor Skills United, Working Memory etc. This will ensure that children who need additional support to make progress access this in a way that complements and supports their class teaching.	Children are able to work 1:1 or in small groups with a TA to pre teach specific skills or to reinforce learning from class.	£0	Liz Humes / Tanya Peers	Children are assessed accordingly prior to starting interventions and at the end to measure the success of intervention programmes.
Total spend:			£4269.59		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
All disadvantaged students are offered a laptop device to work on, should they need it. Once these have been allocated, any student who cannot access online learning platforms at home will be provided with a device.	All children are able to access appropriate devices to complete school work.	No student is stopped from accessing high-quality education as a result of disadvantage. Students are supported to engage appropriately with online learning and the impact of any school closures.	£0 (use of DFE laptops)	Tanya Peers	All those children who required a device had access to one. This enabled children to access high quality teaching. Some children engaged more due to having a device at home.
Total spend:			£0		

Summary report

What is the overall impact of spending?

The Accelerated Reader programme has improved children's fluency and comprehension. Children have made good progress in NFER tests and we hope this continues to go from strength to strength with no further lockdowns. We are keen to develop the love of reading.

How will changes be communicated to parents and stakeholders?

Accelerated Reader ZPD bands shared with parents, they can encourage children to complete star reader tests at home, and therefore they can see their level increase.

Information regarding IDL shared at parents meetings alongside baseline assessments and what children need to work on for the forthcoming year.

Final comments

We have evaluated that some programmes work better than others and are going to look at more targeted and well researched intervention that we know our children need for the next academic year.

Final spend: £8671.93