



FULFEN
Primary School

Leading the way to a brighter future

COVID-19 Catch-Up Premium Plan

2021

Love of Learning...

- dream big, have a
thirst for learning and
achieve your ambitions...

Encouraging...

- to be supportive of
yourself and others and
value everyone's ideas...

Adaptable...

- being versatile,
creative and being
prepared to take risks...

Determination...

- being resilient when
the going gets tough...

Catch-Up Premium Plan

Summary Information					
School	Fulfen Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,722	Total number of pupils	401

Guidance	
<p>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 the 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.</p> <p>Schools' allocation 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 in instalments during the 2020 and 2021 financial year.</p> <p>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 and 2021 academic year, it will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	Education Endowment Foundation Recommendations
<p>Fulfen Primary School will use the funding for specific activities to support our pupils to catch up for lost teaching over 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 funding the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) guide for schools with evidence-based approaches to catch up for all pupils. Fulfen Primary School have used this document to inform our approach to accelerate the learning of our pupils.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting high quality 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 <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology



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Identified impact of lockdown

Wellbeing	Many children have likely experienced loneliness during lockdown and in particular been affected by lack of physical contact with their friends, family and peer, and the boredom and frustration associated with a loss of activities they have been used to taking part in at school and in within the wider community.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning journey. Although most children accessed the maths curriculum through the remote learning or in school, they are all still 'behind' with the curriculum. Baseline assessments and arithmetic tests demonstrate that the curriculum needs to be adjusted to meet the needs of all pupils.
Writing	All pupils have missed essential practise of writing skills. Grammar and punctuation specific knowledge has suffered, leading to a lack of fluency in writing and stamina.
Reading	Most children accessed reading more than any other subject during lockdown. Investing in Myon and accelerated reader encouraged more pupils to read during lockdown. However, the bottom 20% who did not attend school have been disproportionately affected.
Foundation Subjects	Children have missed a number of experiences meaning that children are less able to access pre-requisite knowledge when learning something new and they bare less likely to make connections between concepts and themes throughout the curriculum. Children have missed out on fundamental curriculum experiences for example, collaborating with peers, debating, taste testing, trips, role play, drama, and many more powerful learning experiences.



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Teaching and Whole School Strategies

Desired Outcome	Success Criteria and Cost	Staff Lead	Review Date	Impact
<p>Whole school approach to well being The pandemic has put a huge strain on all children, particularly those already struggling with social, emotional and mental health because of traumatic experiences, loss of routine, social isolation and a breakdown of formal and informal support.</p>	<p>All staff members will undertake training on the whole school 'Relationship Policy' which will include a 'meet and greet' for every child every morning. £200</p> <p>All classes will have the 'Recognition Boards' and use the various positive practices stated in the policy.</p> <p>PSHE lessons will focus on well-being and mental health</p> <p>Staff will be issued with assembly resources focusing on mental health</p> <p>Children will enter a calm classroom every morning</p> <p>Restorative practice will be embedded within the school which will promote positive relationships and promote mental health and well being</p>	<p>C Tranter</p> <p>S Derry</p> <p>S Derry</p> <p>C Tranter</p>	<p>December 2021</p>	



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	<p>The Forest School will be a focus of learning for all children to promote mental health and well being</p> <p>Outdoor learning will be encouraged at every opportunity to promote mental health and well being</p>	<p>J Davies</p>		
<p>High Quality Teaching for All Pupils All pupils have missed a substantial time of face to face teaching and while the remote learning was high quality and the rate of engagement was good this does not replace a teacher in the classroom.</p>	<p>Each teacher will analyse the pupils' remote learning engagement along with baseline assessments and produce a 'Pandemic Register' this will give a clear indicator of who has been most affected by the pandemic.</p> <p>A variety of strategies will be discussed at an individual meeting in March/April with the Headteacher and the Deputy Headteacher to ensure a thorough targeted plan is in place to address gaps and the curriculum that has been missed.</p> <p style="text-align: right;">£1000</p> <p>As a result, each class teacher with the teaching assistant will devise a provision map to demonstrate how the children's needs are being addressed in their class through targeted approaches.</p>	<p>J Davies C Tranter</p>	<p>July 2021 Dec 2021</p> <p>March 2021</p>	



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	The Pupil progress meetings will be repeated in July 2021 to review progress.		July 2021	
<p>Teaching Assessment and Feedback</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 of confidences and accuracy of assessments.</p>	<p>Teachers will use INSIGHT to generate reports to track exactly where pupils are, particularly the vulnerable and disadvantaged.</p> <p>A range of formative and summative assessments will be used.</p> <p>SLT will trial a new marking policy during the summer term</p>	<p>Teaching staff</p> <p>SLT teaching staff</p>	<p>July 2021</p>	
<p>Mathematics Curriculum</p> <p>Analysis of curriculum missed so the subject leaders have ensured that the curriculum across the school is meeting the needs of the children.</p> <p>Planning overtime will need to adjusted according to need.</p>	<p>Training to be delivered to all staff throughout the academic year about how to tackle the areas that children have missed.</p> <p>Subject leaders will work with specific teachers to ensure that teaching is of high quality</p> <p style="text-align: right;">£1000</p> <p>The Maths Leaders will access training in order to disseminate to staff across the</p>	<p>K Gardner D Wood</p>	<p>July 2021</p> <p>Dec 2021</p>	



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	<p>school with the teaching and learning of mathematics during the pandemic</p> <p>£2500</p>			
<p>Writing Curriculum</p> <p>Analysis of curriculum missed so the subject leaders have ensured that the curriculum across the school is meeting the needs of the children.</p> <p>Planning overtime will need to adjusted according to need</p>	<p>English Leaders will develop a writing catch up document to support staff in understanding and assessing the needs of the children and the curriculum that has been missed.</p> <p>£1000</p> <p>English Leaders will deliver training to all staff regarding the curriculum in order to meet the needs of the children as a result of the analysis of the gap in the curriculum and assessments</p> <p>£500</p> <p>English Leaders will develop a whole school writing unit, with supported planning and deliver training on this to accelerate writing needs within the school.</p> <p>£1000</p> <p>Every year group will have a very specific focus on handwriting skills and presentation.</p>	<p>J Chapman O Ryan</p>	<p>July 2021 Dec 2021</p>	



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<p>Reading Curriculum</p> <p>Analysis of curriculum missed so the subject leaders have ensured that the curriculum across the school is meeting the needs of the children.</p> <p>Planning overtime will need to adjusted according to need</p>	<p>English Leaders will develop a reading catch up document to support staff in understanding and assessing the needs of the children and the previous year group objectives that has been missed.</p> <p style="text-align: right;">£1000</p> <p>Accelerated reader was developed to be accessed at home during the first lock down and will be developed further for home use to encourage more reading at home. Parents will gain a better understanding of comprehension skills.</p> <p style="text-align: right;">£1000</p> <p>MYON was purchased so all children could access online reading during first lockdown period and can continue to be used if any other subsequent lockdown periods.</p> <p style="text-align: right;">£1500</p> <p>A wider range of guided reading books purchased to support reading skills in schools.</p> <p style="text-align: right;">£2000</p> <p>English Leaders to deliver specific training on reading to ensure that high quality</p>	<p>J Chapman O Ryan</p>		
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	<p>reading lessons are taught throughout the school.</p> <p style="text-align: right;">£500</p> <p>English Leaders to frequently monitor reading lessons and books to ensure reading is delivered to a high standard.</p> <p style="text-align: right;">£1000</p> <p>Phonic books to be purchased to support guided reading in Early years and Key stage one.</p> <p style="text-align: right;">£1000</p> <p>The Early years Leader to deliver training and coaching within the early years and Key stage one to ensure that phonic lessons are delivered to a high standard and gaps are addressed quickly.</p> <p style="text-align: right;">£1000</p> <p>The Early Years Leader to monitor phonics teaching and learning within nursery, early years and key stage one.</p> <p style="text-align: right;">£1000</p> <p>A wider range of books to be purchased to promote the love of reading in every class</p>	<p>N Chapman</p> <p>N Chapman</p> <p>N Chapman</p> <p>J Chapman O Ryan</p>		
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	to meet our target of each child having at least 10- 15 books each. <div style="text-align: right;">£1500</div>			
Total budgeted cost from Catch Up Funding Grant for Teaching and Whole School Strategies				£18,700

Targeted Approaches				
Desired Outcome	Success Criteria and Cost	Staff Lead	Review Date	Impact
<p>Small group tuition Identified children will be grouped by teachers according to specific baseline assessments and specific intervention will be delivered by a teacher and teaching assistants</p> <p>The interventions across the school will cover the following: Maths Reading Grammar, punctuation and spelling Speech and Language</p> <p>Teachers deliver intervention where it is required in each class</p>	<p>Provision Maps and pandemic registers will demonstrate clear progress of the pupils identified in March/April by July 2021</p> <p>Pupil’s identified will work in smaller ratio groups of 1:4 to accelerate progress. <div style="text-align: right;">£7000</div></p> <p>Gaps will be addressed and this will be demonstrated in the summer term data in July 2021</p> <p>Reading fluency will improve in year 1 where the inclusion specialist has delivered the support. <div style="text-align: right;">£500</div></p>	<p>J Davies C Tranter</p> <p>C Tranter J Davies</p>	<p>July 2021</p>	



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<p>The inclusion specialist has delivered specific training to teaching assistants and teachers in small groups on developing reading skills</p>	<p>Phonics results will demonstrate a better than expected rate of progress</p> <p>Reading data in year 2 will demonstrate pupils are making better than expected progress.</p>	<p>A Johnson</p>	<p>July 2021</p>	
<p>Speech and Language</p> <p>‘Speechlink’ has been purchased to address the areas of developments of all of the pupils with speech and language needs.</p> <p>Identified children from Nursery, Early years and Key stage one will be grouped according to need.</p> <p>Teachers and Teaching assistants will deliver the bespoke intervention due to pupils being unable to access school and services due to the pandemic.</p> <p>The Inclusion Specialist will lead and deliver the training programme accordingly</p>	<p>The Inclusion Specialist will deliver training to key members of staff working in the phases where the pupils have been affected and require the intervention.</p> <p style="text-align: right;">£510</p> <p>Key members of staff will carry out the online training.</p> <p style="text-align: right;">£1000</p> <p>Teaching staff and teaching assistants will carry out baseline assessments and develop programmes for the pupils.</p> <p>Interventions will be carried out frequently to accelerate progress.</p> <p>The Inclusion Specialist and the Early Years Leader will monitor the intervention across the phases and ensure the pupils are progressing at, at least a good rate of progress.</p>	<p>A Johnson</p>	<p>July 2021 Dec 2021</p>	



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<p>Nurture and Pastoral Support It is vital that as many pupils have access to emotional support in order to be able to reach their potential in school.</p> <p>Through the pandemic register pupils have been identified for a variety of reasons.</p>	<p>Specific support will be tailored to the needs of the children by the pastoral support worker.</p> <p style="text-align: right;">£250</p>	C Tranter	July 2021	
	<p>Boxall Profiles will demonstrate progress.</p>			July 2021
	<p>Counselling from an outside agency to be sourced as required.</p> <p style="text-align: right;">£800</p>	C Tranter	Dec 2021	
	<p>The pastoral support to undertake specific training to address the needs of the pupils from the Positive Play Support Programme</p> <p style="text-align: right;">£100</p>	D McMullen		
	<p>A variety of books and resources have been purchased to address the needs of specific pupils as a result of the pandemic</p> <p style="text-align: right;">£200</p>			
	<p>The Pastoral worker will continue to support parents in a variety of ways in same way as the first lockdown.</p>		D.McMullen	
<p>The SEND admin support to access more training to support with the number of referrals that have been submitted to different agencies through the pandemic</p>		H Harris		



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	<p>The Deputy Headteacher to continue to work and support the most vulnerable families.</p> <p>The nurture class for disadvantaged and vulnerable pupils will prevent exclusions and has meet the needs of SEMH pupils through tailored intervention.</p> <p style="text-align: right;">£4000</p>	<p>C Tranter</p> <p>C Tranter A Johnson</p>		
Total budgeted cost from Catch Up Funding Grant for Targeted Approaches			£13,860	
Total Cost paid through Catch Up Funding Grant			£32,560	

