

## Low Ash Primary School COVID-19 Catch Up Premium Plan 2020- 2021 Autumn Term

### Funds

#### 1. **Funding Allocation and Payment Schedule:**

- Total of £80 per pupil for children from Reception to Year 6
- Our school will receive a total of £35,440 – 443 pupils from Reception to Year 6 at a per pupil rate of £80
- Funding for the Autumn Term will be £8860 (£46.67 per pupil)
- A second grant payment will be payable in early 2021, based on updated pupil and place data, using the 4 to 15 pupil headcount from the October 2020 census (£33.33 per pupil)

#### 2. **Use of Funds:**

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- Schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

### The EEF Guide to supporting school planning: – A Tiered Approach to 2020-21

#### Support strategies:

- 1) **Teaching** - High quality teaching for all, targeted diagnostic assessment, professional development where necessary to support remote learning
- 2) **Targeted academic support** - High quality one to one and small group tuition, teaching assistants and targeted support through external partners
- 3) **Wider strategies** – Working to reduce the most significant non-academic barriers to success in school, supporting pupils’ social, emotional and behavioural needs, communicating with and supporting parents to improve attendance

Year Group	EEF Strategy	Action	Who?	Intended Outcome	Monitored by	Review Impact Autumn 2 2020	Budget
Reception	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Purchase of extra phonic resources</li> <li>Extra phonic sessions</li> <li>Dialogic Teaching to be introduced from January</li> <li>Google Classroom accounts set up</li> </ul>	SLT/ Early Years Leader / Class Teachers	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> </ul>	SLT/ Early Years Leader	SLT/ Early Years Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Complete Gap Analysis</li> <li>Establish areas to target from this</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Extra 1:1 Reading with targeted children</li> </ul>	SLT/ Early Years Leader/ Class Teachers/ Inclusion Leader	<ul style="list-style-type: none"> <li>Targeted interventions catch children up in specific areas, especially reading</li> <li>Targeted work in Reading, Number and The World</li> </ul>	SLT/ Early Years Leader	SLT/ Early Years Leader/ Governors	
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> </ul>	SLT/ Early Years Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> </ul>	SLT/ Early Years Leader	SLT/ Early Years Leader/ Governors	Extra Learning Mentor support
Year 1	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Extra phonic sessions</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ KS1 Leader / Class Teachers/ Phonics Leader	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Extra Phonics teaching catches children up</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ KS1 Leader/ Phonics Leader	SLT/ KS1 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Deliver bespoke catch up phonics sessions to identified children</li> <li>Deliver bespoke handwriting sessions to identified children</li> </ul>	SLT/ KS1 Leader / Class Teachers/ Phonics Leader/ Phonics Tutor/	<ul style="list-style-type: none"> <li>Missed phonics learning from Reception will be delivered by end of Autumn 2 assessment through extra phonics sessions</li> <li>By end of Autumn 2 at least 80% achieving of 20+ in phonics screening</li> </ul>	SLT/ KS1 Leader/ Phonics Leader	SLT/ KS1 Leader/ Governors	Tutor costs for bespoke sessions in reading, phonics and handwriting

		<ul style="list-style-type: none"> <li>Autumn 2 Review using Phonics tracker to adjust and refine groups in preparation for Spring 1</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Extra 1:1 Reading with targeted children</li> </ul>	Inclusion Leader				
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> </ul>	SLT/ KS1 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> </ul>	SLT/ KS1 Leader	SLT/ KS1 Leader/ Governors	Extra Learning Mentor support
<b>Year 2</b>	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Extra phonic sessions for all</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ KS1 Leader / Class Teachers/ Phonics Leader	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Extra Phonics teaching catches children up</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ KS1 Leader/ Phonics Leader	SLT/ KS1 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Deliver bespoke catch up phonics sessions to identified children</li> <li>Deliver bespoke handwriting sessions to identified children</li> <li>Autumn 2 Review using Phonics tracker to adjust and refine groups in preparation for Spring 1</li> <li>Football Readers sessions</li> <li>Focus on social and emotional needs through THRIVE</li> </ul>	SLT/ KS1 Leader / Class Teachers/ Phonics Leader/ Inclusion Leader/ Tutor	<ul style="list-style-type: none"> <li>Missed phonics learning from Y1 will be delivered by end of Autumn 2 assessment through extra phonics sessions</li> <li>By end of Autumn 2 at least 80% will pass the Y1 Phonics screening</li> </ul>	SLT/ KS1 Leader/ Phonics Leader/ English Leader	SLT/ KS1 Leader/ Governors	Tutor costs for bespoke sessions in reading and phonics

		<ul style="list-style-type: none"> <li>Extra 1:1 Reading with targeted children</li> </ul>					
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> </ul>	SLT/ KS1 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> </ul>	SLT/ KS1 Leader	SLT/ KS1 Leader/ Governors	Extra Learning Mentor support
<b>Year 3</b>	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ LKS2 Leader / Class Teachers	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Extra Phonics teaching catches children up</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ LKS2 Leader/	SLT/ LKS2 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Extra phonic sessions for those who did not complete Phase 6 phonics</li> <li>Football Readers sessions</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Extra 1:1 Reading with targeted children</li> </ul>	SLT/ LKS2 Leader / Class Teachers/ Inclusion Leader	<ul style="list-style-type: none"> <li>Missed phonics learning from Y2 will be delivered by end of Autumn 2</li> <li>Reading standards and engagement will improve</li> <li>Targeted children will make accelerated progress</li> </ul>	SLT/ LKS2 Leader/ Phonics Leader/ English Leader	SLT/ LKS2 Leader/ Governors	Tutor costs for bespoke sessions in reading and phonics
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> </ul>	SLT/ LKS2 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> </ul>	SLT/ LKS2 Leader	SLT/ LKS2 Leader/ Governors	Extra Learning Mentor support

		<ul style="list-style-type: none"> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> <li>Improving the IT facilities at school through the purchase of extra iPads</li> </ul>		<ul style="list-style-type: none"> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> <li>Improved technology in school will facilitate access to online tuition</li> </ul>			
<b>Year 4</b>	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ LKS2 Leader / Class Teachers	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ LKS2 Leader	SLT/ LKS2 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Football Readers sessions</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Extra 1:1 Reading with targeted children</li> <li>Catch-up Reading comprehension tutored sessions with experienced KS2 teacher</li> <li>16 children in online reading sessions before school</li> </ul>	SLT/ LKS2 Leader / Class Teachers/ Inclusion Leader	<ul style="list-style-type: none"> <li>Reading standards and engagement will improve</li> <li>Targeted children will make accelerated progress</li> </ul>	SLT/ LKS2 Leader/ English Leader	SLT/ LKS2 Leader/ Governors	Tutor costs for bespoke sessions in reading and phonics
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> </ul>	SLT/ LKS2 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> </ul>	SLT/ LKS2 Leader	SLT/ LKS2 Leader/ Governors	Extra Learning Mentor support

		<ul style="list-style-type: none"> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> <li>Improving the IT facilities at school through the purchase of extra iPads</li> </ul>		<ul style="list-style-type: none"> <li>Improved technology in school will facilitate access to online tuition</li> </ul>			
<b>Year 5</b>	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ UKS2 Leader / Class Teachers	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ UKS2 Leader	SLT/ UKS2 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Extra 1:1 Reading with targeted children</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Catch-up Reading comprehension tutored sessions with experienced KS2 teacher</li> <li>Football Writers intervention with National Literacy Trust</li> <li>Third Space Maths 1:1 online tutors for 15 children Summer Term using National Tutor Programme</li> </ul>	SLT/ UKS2 Leader / Class Teachers/ English Leader/ Maths Leader/ Inclusion Leader	<ul style="list-style-type: none"> <li>Reading standards and engagement will improve in reading, writing and maths</li> <li>Targeted children will make accelerated progress in reading, writing and maths</li> </ul>	SLT/ UKS2 Leader/ English Leader/ Maths Leader	SLT/ UKS2 Leader/ Governors	Tutor costs for bespoke sessions in reading and phonics
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> <li>Improving the IT facilities at school through the purchase of extra iPads</li> </ul>	SLT/ UKS2 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> <li>Improved technology in school will facilitate access to online tuition</li> </ul>	SLT/ UKS2 Leader	SLT/ UKS2 Leader/ Governors	Extra Learning Mentor support

<b>Year 6</b>	<b>1 Teaching</b>	<ul style="list-style-type: none"> <li>Complete baseline assessment</li> <li>High quality teaching for all</li> <li>Dialogic Teaching</li> <li>Set up Google Classroom accounts</li> <li>Communicate with parents the contingency planning for home learning</li> <li>Sign home learning agreements, both for children and adults</li> <li>Ensure regular live lessons take place for all year groups of bubbles which are sent home</li> <li>Train staff on Google Classroom</li> <li>Practise with children so can operate independently</li> </ul>	SLT/ UKS2 Leader / Class Teachers	<ul style="list-style-type: none"> <li>As recommended by EEF, baseline assessment completed by end of Autumn 1</li> <li>Home Learning is accessible to all year groups using age appropriate resources that cover a broad, balanced, challenging curriculum</li> <li>Google classrooms set up for use</li> <li>Clear contingency plan in place for all parents</li> <li>Face to face sessions to increase number of children engaging whilst at home</li> <li>Identify strengths and areas to develop with regard to home learning/ accessibility/ engagement</li> <li>Provision made for children who cannot access technology from home</li> </ul>	SLT/ UKS2 Leader	SLT/ UKS2 Leader/ Governors	
	<b>2 Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>Extra 1:1 Reading with targeted children</li> <li>Focus on social and emotional needs through THRIVE</li> <li>Catch-up Reading comprehension tutored sessions with experienced KS2 teacher</li> <li>Football Writers intervention with National Literacy Trust</li> <li>Third Space Maths 1:1 online tutors for 15 children Autumn/ Spring Term using National Tutor Programme</li> </ul>	SLT/ UKS2 Leader / Class Teachers/ English Leader/ Maths Leader/ Inclusion Leader	<ul style="list-style-type: none"> <li>Reading standards and engagement will improve in reading, writing and maths</li> <li>Targeted children will make accelerated progress in reading, writing and maths</li> </ul>	SLT/ UKS2 Leader/ English Leader/ Maths Leader	SLT/ UKS2 Leader/ Governors	Tutor costs for bespoke sessions in reading and phonics
	<b>3 Wider Strategies</b>	<ul style="list-style-type: none"> <li>Support parents especially to increase attendance and engagement with learning</li> <li>To provide regular COVID-19 updates signposting to Gov and NHS websites/ guidance</li> <li>To provide ongoing technical support to parents for online home learning</li> <li>Ensure our most vulnerable pupils have priority access to classroom teaching</li> <li>To ensure pastoral contact with home for disadvantaged students also identifies barriers to engagement due to technology or lack of other forms of support</li> <li>FSM children will be provided with school lunches during school closure or self-isolation</li> <li>Improving the IT facilities at school through the purchase of extra iPads</li> </ul>	SLT/ UKS2 Leader/ Class Teachers/ Learning Mentor	<ul style="list-style-type: none"> <li>Attendance improves</li> <li>Children are engaged and keen to learn</li> <li>Parents are kept up to date regarding government guidance for school and how this impacts on our school</li> <li>Parents are fully informed and prepared for home learning should the needs arise</li> <li>All families have the technology and access to support to engage fully in remote learning</li> <li>Increased engagement in home learning by our disadvantaged and most vulnerable families</li> <li>Disadvantaged and vulnerable families do not go hungry and access their FSM eligibility</li> <li>Improved technology in school will facilitate access to online tuition</li> </ul>	SLT/ UKS2 Leader	SLT/ UKS2 Leader/ Governors	Extra Learning Mentor support
		<b>Planned expenditure</b>					<b>£35,440</b>