



Foxborough Primary School

School COVID-19 Catch-Up Premium Plan

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst Head Teachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following [Curriculum Expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content... In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment

- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one / small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning and delivering a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Ofsted will conduct interim visits and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Catch-up Premium Plan

Academy	Foxborough Primary School	Allocated funding (Catch-Up)	£17,040
Number on roll (Y1-6)	202	Number in sixth form	n/a
% Pupil Premium eligible pupils	36%		

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps/literacy/attendance/wellbeing)
B1: Gaps in curriculum coverage as identified by each subject area
B2: Gaps in pupils' knowledge and skills through diverse levels of engagement with remote education from March 2020 onwards
B3: Responding and developing impactful teaching and learning strategies in the context of Covid systems of controls
B4: Developing capacity to deliver remote education to provide for children at home (e.g. self-isolating) whilst also delivering face-to-face lessons in school
B5: Literacy gaps; in particular addressing issues in pupils' writing (due in part to a lack of regular practice between March and September 2020)
B6: Transition: virtual rather than face-to-face transition activities in summer term 2020 for new pupils; the need to re-transition all students back to school life, routines and learning habits
B7: Maintaining high levels of attendance in a Covid climate
B8: Ensuring an inclusive provision: ensuring the needs of all children are met, including virtually, with a particular focus on SEND pupils.
B9: Ensuring all pupils have access to internet connected electronic devices to use if remote education is required
B10: Maintaining high levels of parental engagement and voice; adapting face-to-face events to virtual events; finding new ways to engage
B11: Changing the school day to respond to systems of control, including staggered starts and dismissal, maintaining bubbles, staggered lunches, dedicated school areas and facilities (e.g. toilets, IT)
B12: Re-designing a curriculum that is responsive to government guidance, including minimising practical activities and visits, extra-curricular activities and enrichment.

B13: Delivering educational continuity and high-quality learning despite fluctuating staffing levels, absence and changing circumstances			
B14: Identifying gaps in knowledge and skills without prior external and internal assessment and outcome data			
B15: Increased safeguarding and mental health issues and concerns			
Teaching and Whole School Strategies			
Issue(s) Identified	Actions / Intervention	Intended impact	Catch-up Premium Cost
B1, B2, B8	Re-design whole-school and subject-specific curricula that responds to changed circumstances and addresses gaps in knowledge and skills.	Pupils make good progress through the delivery of a well sequenced, suitably resourced and engaging curriculum that meets their needs and addresses gaps in knowledge and skills	£0
B1, B2, B5, B8	Whole-school teaching and learning focus and training (CPDL) Whole Education	Teaching staff are supported to use evidenced-based strategies to ensure quality first teaching, to maximise time spent face-to-face with teachers and to promote progress and retention over time	£780
B3, B4, B13	IT hardware to support staff in delivering remote education (e.g. visualisers, tablets) and associated training.	- To support and ensure high quality teaching and learning for teachers delivering education both at school and remotely. - To use visualisers/tablets to focus on modelling and scaffolding aspects of teaching and learning to promote depth of pupil understanding and engagement	£1,600
B3, B12, B13, B10	Software to support remote education (including for example, SharePoint, Teams, Spelling Shed, times tables Rockstars, Tapestry etc.) Salamander	- To enable remote education to be efficient, interactive and high quality, as well as staff workload-conscious. - To promote and support collaboration across subject teams and enable whole school strategies and communication	£795

		To use Office 365 tools to increase efficiency of communication with parents, including delivery of learning review days and parents' evenings to keep parents informed of pupil progress and wellbeing, in addition to regular home-school communications	
B1, B2, B3, B12	Resources (including WalkThrus) to support staff CPDL in delivering effective teaching and learning (Covid-safe and remote education)	To employ evidence-based strategies that support pupils' learning, with an emphasis on explaining, modelling and scaffolding to ensure quality first teaching and greater depth of understanding and retention over time	£150
B5	Recovery curriculum- ensuring pupils are support with the effects emotionally, socially, and mentally around the pandemic and loss. Purchase of Jigsaw resources. Whole staff training around the use of Jigsaw and RULER, CPDL around recovery	- To support pupils emotional wellbeing to enable them to learn - To promote curiosity and engagement - To support Recovery around the 4 levers	£350
Total Cost Allocated cost from catch-up Grant			£3,675

Targeted Strategies			
Issue(s) Identified	Actions / Intervention	Intended impact	Catch-up Premium Cost
B1, B2, B8	Small group tuition in maths for targeted pupils, including Pupil Premium students (tutor)	To accelerate progress in maths for identified pupils and to address learning gaps, including foundational mathematical concepts	£650

B1, B2, B5, B8	Small group tuition in English for targeted pupils, including Pupil Premium students (Tutor)	To accelerate progress in English for identified pupils and to address learning gaps, including a focus on improving writing outcomes	£650
B1, B2, B5, B8	English and maths boosters in Year 6, including Pupil Premium students – staff after school	To accelerate progress in English and maths for identified pupils and to address learning gaps, including a focus on improving outcomes	£0
B1, B2, B5	Purchased and distributed CGP English and maths SATs resources to all pupils from years 1-6	- To address gaps and increase progress in Reading, Writing and mathematics - To promote independent learning skills	£2,250
B2, B5, B6, B14	CATs testing and diagnostic assessment	- To accurately identify and assess pupils' strengths and areas for development. - To establish baseline data for new students to inform teaching - To use data to identify cohort-level and individual interventions	£1,000
B9, B4	Purchase and distribute electronic tablets for pupils' use at home	To address the 'digital divide' and enable all pupils, no matter their background or circumstances, to access education remotely.	£625
B15, B8, B7	Additional counselling provision (extra 0.5 day)	- To provide therapeutic interventions to support individuals with particular mental health, safeguarding and trauma-related needs. - To ensure inclusion, support and high levels of attendance of the most vulnerable	£5,500
B15, B8, B7	Play therapy provision (0.5 day per week)	- To provide therapeutic interventions to support individuals with particular mental health, safeguarding and trauma-related needs. - To ensure inclusion, support and high levels of attendance of the most vulnerable	£7,500

Total Cost Allocated cost from catch-up Grant	£18,175
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Wider Strategies

Issue(s) Identified	Actions / Intervention	Intended impact	Catch-up Premium Cost
B8, B15, B12, B11	Social and emotional learning curriculum development and creation of resources	- To develop and improve pupils' emotional literacy - To ensure effective and supportive re-transition to school and adapting to new routines - To develop pupils' confidence, resilience and wellbeing	£0
B8, B15, B12	Social and emotional learning CPDL for staff	- To develop and improve staff understanding of emotional literacy and how to support its development - To establish a collaborative approach towards supporting pupil emotional intelligence, regulation and overall wellbeing - To ensure an inclusive curriculum that meets the needs of all pupils, through a differentiated approach (wave 1, 2 and 3)	£0
B6, B8, B15	Pastoral support plan and wave 1, 2 and 3 interventions	- To ensure an inclusive curriculum that meets the needs of all pupils, through a differentiated approach (wave 1, 2 and 3) - To ensure SEND, safeguarding and wellbeing needs of pupils are met - To enable an effective re-transition to school and to provide continuity of experience, despite changing circumstances.	£0
B7	Targeted attendance follow-up and interventions	To ensure high levels of attendance at school and engagement with remote education for all pupils, including	£0

		those who have additional needs, SEND and are in receipt of the Pupil Premium	
Total Cost Allocated cost from catch-up Grant			£0

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	3,675
Targeted	18,175
Wider	
Total	21,850
Allocation from Covid-19 Catch-up funding	17,040
Allocation from GAG funding	4,810