



Feckenham Church of England School

— Wisdom ■ Hope ■ Dignity ■ Community —

With God we grow to live life in all its fullness

School Lane, Feckenham, Redditch, Worcestershire, B96 6QD | office@feckenhamfirst.worcs.sch.uk

Catch –Up Premium Plan

Catch –up Premium £8,800	Number of pupils 97
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Guidance

School's allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in each year group.

This funding will only be available for the year 2020-2021 in response to the unprecedented disruption to children's education as a result of the COVID-19 pandemic.

Use of Funds	EEF Recommendations
Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The Education Endowment Foundation (EEF) has provided schools with guidance to help direct funding in the most effective ways.	The EEF advises the following: Teaching and whole school strategies: <ul style="list-style-type: none"> • Supporting quality first teaching • Pupil assessment and feedback • Transition support Targeted approaches <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time Wider strategies <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology

Identified impact of lockdown	
Phonics	Those pupils who did not complete years R and 1 particularly have not all retained appropriate phase sounds and in a few cases not accessed the phase 4 or 5 sounds offered on the home learning grids. Year 2 pupils missed out on completing phase 6 phonics impacting on spelling particularly.
Reading	Those pupils who had extra reading time in school continue to be behind in their reading.
Writing	Writing stamina has been impacted by time out of school. Presentation will need to be readdressed. Some aspects of SPAG have been missed e.g. Year 3 did not complete phase 6 phonics
Maths	As all areas of maths would have been revisited in the summer term, gaps are apparent across year groups 1-4.



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Non-Core	Learning in foundation subjects was not completed, therefore there will be gaps in broader knowledge and subject specific vocabulary
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Planned Expenditure				
What	Approach	Impact (once reviewed)	Staff lead	Review date
Identify specific phonics gaps and skills gaps Set 1:1 or small group provision for teaching specific learning gaps	Phonics screening programme Phonics catch-up on top of whole class phonics teaching	Phonics screening shows significant improvement and in line with age appropriate knowledge and skills. Phonics screening in December in line with school's historic phonics results (between 75-80%)	Teachers	End of spring term
Provide more high quality texts to enable the practise of phonically decoding texts and reviving the enjoyment of reading in fiction and non-fiction texts	Introduce a new reading programme to enhance the provision. This to include online reading materials to enable the use of whole class reading texts and enthuse some reluctant readers with online quizzes (measure of reading comprehension).	Pupils are engaging positively in school and at home with reading materials. Teachers can ensure high quality texts are accessed by all through whole class texts to teach SPAG. Cost= £3,500	English Lead Teachers	End of spring term
Focus on teaching Number across the school to identify specific gaps. Continue with retrieval practice for other areas of maths to	Continue to use White Rose Maths and Hamilton Maths to ensure CPA approach for all pupils. Purchase new White Rose retrieval quizzes to help support.	Pupils show they are fluent in number work at an age appropriate level. General Maths knowledge is sound appropriate to age. Cost= £240	Teachers	End of spring term



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maintain knowledge.				
Non-core Ensure all pupils have a broad and balanced curriculum with the planning and delivery of spaced curricular areas to include all foundation subjects plus science.	Focus will be on core knowledge in different subject disciplines using the Curriculum Companions and core knowledge UK website. There will also be a focus on building tier 2 and 3 vocabulary for these subjects.	Pupils are engaged with different subjects and building their core knowledge as shown through proof of progress tasks.	Teachers	End of spring term
Writing Support pupils that have difficulty writing across a range of subjects.	Purchase Widgit resource to provide dual coding for pupils who find writing at length and in a range of subjects difficult.	Engagement in writing across a range of subjects has increased and pupils can showcase their knowledge in written tasks much more accurately. Cost=£700	SENDCO Teachers	End of spring term
Seesaw online learning platform To use if pupils have to self-isolate or we are in lockdown situation.	Provide high quality teaching resources and teacher input that can be accessed easily at home. Includes teacher feedback.	Pupils have access to learning at home as close to school as possible with the bonus of feedback from the teacher and quick form of communication for parents. Free access at the moment but may need to upgrade at a cost.	Head Teachers	End of spring term

Targeted Support				
What	Approach	Impact (once reviewed)	Lead	Review Date
1:1 and small group tuition	Class teachers and teaching assistants to carry	Pupils targeted have made progress and gaps	Head SENDCO Teachers	End of spring term



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	out catch up sessions which will involve a range – phonics, reading, writing and Maths. These can be in class as an extra support for learning tasks; time out of the classroom for direct bespoke learning tasks; time before or after school with the class teacher (mostly reading time).	identified have significantly reduced or closed		
Intervention programme Rapid Maths/Rapid readers/Reaing Planet	Use specific resources listed to provide focused learning tasks for pupils Yr 2-4 Teaching assistants to work 1:1 with targeted pupils working through the programme.	Pupils targeted have made progress and gaps identified have significantly reduced or closed	Head SENDCO Teachers	End of spring term