



# Farndon Primary School

*Unlocking the potential...*

## Catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils: 281	FSM pupils: 36	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	<b>Catch Up Premium</b>	£5111.25	
	<b>Tutor Led</b>	£3733.00	
<b>Academic Year:</b> 2023 - 24	<b>Publish Date:</b> Sept 23	<b>Review Date:</b> July 2024	<b>Author:</b> A Walker

## SUMMARY INFORMATION

### **What is the 'catch-up' premium funding?**

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2021 to 2022 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

Farndon Primary has been allocated additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year. We have also been allocated further funding which allows us to use a tutor led approach using staff already known to us.

### **Who will benefit from the funding?**

Through careful analysis of the assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment. Strategy aims for disadvantaged pupils

## STRATEGY STATEMENT

Following the lockdown on March 28th due to COVID 19 the children of Farndon Primary School had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September.

At Farndon Primary, we have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge – focusing mainly on the core subjects. This plan will focus on quality first teaching, on line one to one tuition, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year

Our priorities are to reduce the attainment gap of pupils in the core subjects that may have been created by the COVID closures and to reduce the attainment gap between our disadvantaged pupils and their peers.

## Planned expenditure for current academic year

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To deliver a mastery curriculum for the teaching of mathematics and a clear teaching pedagogical approach which develops all pupils' meta-cognition.	Reduce the attainment gap in Maths primarily in Key Stage 2. To ensure all teaching no less than good with some outstanding.	EFF shows very high impact for low cost.	Leaders trained through the EFF.  All staff trained in meta cognition through training using the Walkthrus by Tom Sherrington (online subscription)  Used to inform pedagogical teaching approach. Part of appraisal process.	E Davies  Andy Walker	Termly  £2000

<p>Small group intervention in maths for KS1 and KS2 pupils</p>	<p>Reduce the attainment gap in maths between FSM and peers.</p>	<p>Since COVID, attainment and progress in maths within KS2 is on the decline for expected standard and higher standard.  2022: Expected 68% Higher standard: 23%  2023: Expected 64% Higher standard: 10%</p>	<p>Baseline data analysed and pupils targeted where there is a gap  Diagnostic checking tool before starting.  Use Number Stacks intervention with teacher known to the school. 2.5 days a week.  Teacher leading intervention completes termly assessment for impact on each child.</p>	<p>Lorna Cooper  Jenny Rowley</p>	<p>Half termly  £8000</p>
<p>Small group phonic intervention</p>	<p>Reduce attainment gap of FSM/Vulnerables and their peers in Phonics</p>	<p>Phonics attainment identified in school's latest OFSTED report and is identified as something that needs sustained improvement  2023: 75% passed phonics National: 79%  As a school, we expected to be above national and have set ourselves a target of 90%.</p>	<p>Phonics lead released 2 days in Aut / Spr to assess all children.   Additional Teaching Assistant in afternoons to lead Phonics interventions as a small group and 1 to 1.   Pay into RWI development days to observe sessions.   Pay into RWI portal to access ongoing training.</p>	<p>P Axon</p>	<p>Half termly  £2400</p>
<p>Total budgeted cost:</p>					<p>£12,4000</p>

## ADDITIONAL INFORMATION

Additional information we have used to support the sections above.

- Internal assessment and reporting software of formative and summative assessment
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of ASP
- Recent school Ofsted report
- Guidance from experts