

2020 – 2021 Campfire Education Trust: Covid-19 ‘Catch-up’ premium statement – targeted support for pupils who need the most help to catch up for lost teaching over previous months.



Premium allocation:	£13,440 (based on 168 pupils @ £80 per pupil)		
School name:	Lace Hill Academy	Number on roll:	168 (not inc. nursery) Census Jan 2019
Headteacher:	Ally Morgan	Funding lead (if different from the headteacher):	
Publish date:	Nov 2020	Review date:	March 2020

What are we going to do?	How are we going to do it?	Who is doing it?	What do we need?	What difference will it make?
For all children				
Working through well sequenced, purposeful learning schemes.	Our teaching of Writing is being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise White Rose Maths as our spine of learning and we will use catch up premium to purchase concrete materials and additional resources to support the children’s learning.	Class teachers and support staff	£250 for physical resources Total = £250	Identify and teach missed objectives and consolidate the basics to enable children to get back on track. In maths, concrete materials and additional resources will support the children’s learning and understanding enabling secure foundation to build upon.
Focus on consolidation of basic skills	The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.	Class teachers and support staff	Release teacher 1 day a week to track and do interventions	Consolidation of the basics which will enable children to get back on track.

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<p>Additional lesson time on core teaching.</p>	<p>Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.</p>	<p>Class teachers and support staff</p>	<p>Dedicated PPA for staff for planning and assessment to inform teaching</p>	<p>Consolidate the basics and catch up on missed learning to enable children to get back on track.</p>
<p>Particular focus on early reading and phonics</p>	<p>This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary. Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.</p>	<p>Class teachers and support staff DH oversee</p>	<p>DH non-contact time Training for KS2 staff to teach phonics where there are gaps Dedicated PPA for staff for planning and assessment to inform teaching</p>	<p>Children’s reading ability and vocabulary improve from starting points. Gaps are identified to enable children to catch up.</p>
<p>Time spent on mental health, wellbeing and social skills development.</p>	<p>This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p>	<p>Teachers and support staff. Designated staff to support mental health DSL time</p>	<p>Release time for trained support staff to monitor children identified by teachers Training and courses</p>	<p>Children will be able to learn without emotional barriers Cohesion in classes with less poor behaviour</p>

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			Training for key staff	
For some children				
Additional support and focus on basic core skills.	Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.	DH HT Teachers and support staff	Additional teacher 30 weeks 30 x 2 days	Consolidation of the basics which will enable children to get back on track.
Additional time to practise basic skills	This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.	Support staff Teachers	DH non-contact time Training for KS2 staff to teach phonics where there are gaps Dedicated PPA for staff for planning and assessment to inform teaching	Children’s reading ability and vocabulary improve from starting points. Gaps are identified to enable children to catch up.
One to one and small group tuition	‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ This may include daily 1:1 reading with targeted children. By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress	DH HT Teachers and support staff	Additional teacher 30 weeks 30 x 2 days (as above)	Consolidation of the basics which will enable children to get back on track.

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<p>Additional support for the development of fine and gross motor skills</p>	<p>By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during lockdown.</p>	<p>Teachers and support staff</p>	<p>Purchase additional resources £250</p>	<p>Boost writing ability and enable progress in writing</p>