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E Carl	Summary Information						
	nic Year	2020-21	Total catch –up premium	Number of pupils	388		
		-					
			Guidance				
Children	and young p	eople across the	country have experienced unpreceden	ted disruption to their education as a re	esult of COVID-19. Those		
			ntaged backgrounds will be amongst the response must match the scale of the ch		of lost time in education		
		the catch-up pre Reception to Ye	emium will be calculated on a per pupil k ar 6.	basis, providing each mainstream schoo	ol with a total of £80:00		
As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by COVID – 19, the grant will only be available for the 2020-21 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.							
Use of Funds FEE Recommendations							

Use of Funds	EEF Recommendations
Schools should use this funding for specific activities to support their	The EEF advises the following:
pupils to catch up for lost teaching over the previous months, in line	
with the guidance on curriculum expectations for the next academic	Teaching and whole school strategies
year.	Supporting great teaching
	Pupil assessment and feedback
Schools have the flexibility to spend their funding in the best way for	Transition support
their cohort and circumstances.	Targeted approaches
	One to one and small group tuition
To support schools to make the best use of this funding, the Education	Intervention programmes
Endowment Foundation (EEF) has published a coronavirus (COVID-	Wider strategies
	 Supporting parents and carers



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19) support guide for schools with evidence based res to catch up for all pupils.

• access to technology

Identified Impa	Identified Impact of Lockdown				
Previous year's	class teacher has highlighted Achievement Statement objectives for reading, writing and mathematics to show what has and				
has not been to	aught.				
Maths	Low stakes retrieval testing has revealed recall of number facts, multiplication tables facts and calculation strategies have been forgotten.				
Writing	"Write Ons" have revealed that children have not retained grammar, punctuation and spelling knowledge. There is an evident lack of stamina for writing for some pupils.				
Reading	The motivation and stamina for reading for some pupils has decreased. Low stakes retrieval testing has revealed phonological knowledge is not where it should be.				
Non-core	There are significant gaps in knowledge as whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning about something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. learning to play a musical instrument, residential and day trips, visitors and taking part in performances.				



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Teaching and whole –school strategies					
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date	
Supporting great teaching Planning of foundation subjects will detail how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Time out of class for foundation subject leaders to scrutinise year group planning and work samples and plan for progression in their subjects. (£1,500)		TL	Feb 2021	
<u>Teaching assessment and</u> <u>feedback</u> Teachers have a very	Purchase NFER tests. Complete in the		NL	Feb 2021	
clear understanding of what gaps in learning remain and use this to inform future planning and interventions.	Autumn and Spring terms for Years 3, 4 and 5. Use past SATs papers in Years 2 and 6. Track and monitor performance. (£2,800 paid from Pupil Premium)				



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Iransition	A virtual tour of our school has been		July 2021	J
vho are joining	produced and is on our website. Two	KB		
us from different settings	class teachers have been released to film			
or who are beginning their	and edit the tour. (£300 supply teacher			
education at London	cover)			
Meed Primary School				
have an opportunity to				
become familiar and				
confident with the setting				
before they arrive.				

Targeted approaches					
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date	
Small group tuition	An intervention teacher will deliver		SD	Feb 2021	
Identified pupils in KS1 and	phonics and mathematics "catch up"				
Lower Key Stage 2 will	lessons to identified pupils.				
reinforce their phonics	(£19,204)				
knowledge and their					
understanding of basic					
mathematical skills and					
application of number.					
Intervention programme	Two LSAs have been trained to deliver		JV	Feb 2021	
Identified pupils will have	Better Reading Partners to children that				
increased reading fluency	are in years 1 to 5.				
and prosody	(£1,224)				



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Wider strategies					
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date	
Supporting parents and	A new digital platform has been		КВ	Feb 2021	
<u>carers</u>	purchased and staff have been trained.				
Remote Learning is	All Home Learning is set on Google				
available to children who	Classroom. (£500)				
are isolating at home.					
Access to technology	Purchase of a trolley of 30 additional		SD	Feb 2021	
Children throughout the	iPads to be used in class as the				
school have access to	Computing Suite cannot currently be				
technology to ensure the	used safely due to lack of space and				
Computing curriculum is	ventilation. (£7,860)				
taught.	Visualizers enable class teachers to give				
New visualizers have been	immediate feedback to pupils during				
bought for each	lessons. (£1,500)				
classroom					
<u>Extra Books</u>	Children will consolidate phonics and		JT		
The need to quarantine	reading skills learned in school by				
reading books will not	practising reading at home.				
	(£1,195)				



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prevent				
prevent eing able to				
<u>ا home.</u>				
Staggered lunch times	Lunch takes place over a longer period		SS	Feb 2021
Children are kept safe by	than previously so Midday Meals			
remain8ing in year groups	Supervisors have increased their hours to			
"bubbles" at lunch time <u>.</u>	ensure that there is adequate supervision.			
	(£15,419)			
		Total cost		£51,232
		Cost paid through Covid Catch-Up Fund		£31,280
		Cost paid through school budget		£19,952



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