



# Catch-Up Premium Plan

## Wood End Primary School

### Summary information

School	Wood End Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£11920	Number of pupils	149

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected by the lockdown.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning 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. trips, visitors and powerful curriculum moments.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation curriculum will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><b><i>Cornerstones Curriculum Maestro providing sequences of learning that can be supplemented by staff. Time saved in planning and resourcing can be spent on planning how to address gaps.</i></b></p> <p><b><i>(£1000 incl in existing school budget)</i></b></p>	<p>Lessons are sequenced better across the curriculum and pupils can see how their learning flows. Internal data shows approximately 80% of pupils made expected or better progress across R, W and M in spite of lockdown disruption.</p>	MC	Feb 21
	<p><b><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></b></p> <p><b><i>(£500)</i></b></p>	<p>Maths learning walks demonstrated that children are using manipulatives to consolidate their understanding. All pupils have access to these now.</p>	LH	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p>	<p><b><i>Cornerstones tests to be completed and gap analysis used to inform future planning.</i></b></p> <p><b><i>(£ included in cost of Maestro above)</i></b></p>	<p>Gap analysis has proven to be a useful tool in identifying gaps for pupils on their return to school following lockdown.</p>	MC	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Wood End have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of Wood End Primary School is arranged and shared with all new-starters including potential new nursery/ reception. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining our school. Each child to be sent a transition booklet in addition to the video detailing specific information pertinent to their start.</i></b></p> <p><b><i>(£800)</i></b></p>	<p>All pupils starting school had access to the video. It supported the transitions into school in a safe way to keep transmission low but showed children what they could expect.</p>	MC	Ongoing
<b>Total budgeted cost</b>			<b>£ 1,300</b>	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<b><i>TA to deliver interventions under the direction and guidance of the teacher to address gaps and ensure basic skills concepts in English and Maths are addressed (Y3/4/5)</i></b> <b>(£3268)</b>	Interventions were identified at class level with the most vulnerable targeted. TA delivered appropriate support to the identified children in Y3-5. 80%+ of pupils made expected or better progress in these year groups. The following % made notable progress in 2020/21 R – 54% W -49% M 61% This helps close the gaps created by lockdown 2019/20.	JS	Feb 21
<u>Intervention programme</u> An appropriate intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>An intervention is planned and delivered. Senior staff are to deliver these across phases</i></b> <b>(£0)</b>	This has not happened due to other priorities arising in school.	MC/ JS	July 21
<b>Total budgeted cost</b>				<b>£3268</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<b><i>Learning By Questions will be purchased so that children can engage in online lessons with live feedback.</i></b> <b>(£6650)</b> <b><i>Purchase Bug Club for reading at home for all children</i></b> <b>(£2280)</b>	LBQ used to support learning in lessons across KS2. Live feedback to teacher allowed instant feedback to pupils and identification of misconceptions. Pupils made effective progress in these lessons and were engaged.	MC	Feb 21
Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>Teachers sign KS2 classes up to EPIC reading to allow pupils access to additional banded books to support reading.</i></b> <b>(Free)</b> <b><i>Printed packs and stationery are to be purchased and set aside for children to use for remote learning</i></b> <b>£200</b>	Bug Club not purchased. Review of reading to follow 2021/22  EPIC enabled pupils to access a range of books even if they don't have books at home. Some hard to reach pupils engaged well with this scheme.	SM/LH	Feb 21

		Children were able to access learning if IT proved to be an issue for parents.		
			<b>Total budgeted cost</b>	<b>£8840</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£11920</b>
			<b>Cost paid through school budget</b>	<b>£1778</b>
			<b>TOTAL SPEND</b>	<b>£13698</b>