



# COVID Catch-Up Premium Plan

Summary information					
School	Windle CE Primary School				
CATCH Up Lead :	Sarah Smith				
Academic Year	2020-21	Total Catch-Up Premium	£4880	Number of pupils	61
Date of Plan Agreed:	Nov 2020	Approved by:	R. Palmer	Review date:	March 2021

## 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	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul> <p><u>Wider strategies</u></p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children lack confidence with the vocabulary involved with maths and the skills to reason and problem solve. Pupils 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's handwriting and presentation has been affected by the lack of practice. Pupils also lack stamina in writing at length. The biggest areas of concern are the use of punctuation and spelling. We also recognise that many pupils have developed poor language habits and this is reflected in their writing with incorrect tenses being used. Along with maths, pupils' understanding of key terminology has also fallen back.</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. Even those pupils who were confident readers, have lost the ability to read fluently and with intonation. Where pupils have practised the skill of reading, little was completed on comprehending and discussing a text.</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 subjects 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>Following whole school training, all classes will embark on following The Write Stuff approach in writing.</p> <p>Use of experienced teachers to support less experienced members of staff.</p>	<p><i>Virtual staff meetings will be used to enable teachers to support each other and for subject leads to support others.</i> <i>(no cost)</i></p> <p><i>Resources to support the teaching of The Write Stuff.</i> <i>(£500)</i></p> <p><i>Opportunities for staff to coach each other and support the identification of gaps and how to ensure these gaps are addressed.</i> <i>(Supply £400)</i></p>			<p>March 21</p> <p>March 21</p> <p>March 21</p>
<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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Virtual moderation time allocated between classes to ensure accurate assessments are gained and the best possible ways forward are planned.</i> <i>(£250)</i></p>			<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Winkle have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A interactive virtual tour of Winkle CE Primary School is arranged and shared with all new-starters. 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 QB.</i> <i>(£200)</i></p>			<p>Ongoing</p>
Total budgeted cost				£ 1350

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. 1:1 support will also be given to pupils struggling with maths and writing.	<i>Pupils identified during autumn term and interventions and support put in place. These interventions and support will be reviewed every 6 weeks.</i> <i>(weekly cost of £285)</i>			March 21
<u>Intervention programme</u>  An appropriate, individually planned, numeracy intervention will support those identified children in reinforcing their understanding of basic maths skills and application of number.				March 21
Total budgeted cost				£3420

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.  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.	<i>School will run remote learning through Microsoft Teams: all staff have been given training on how to use Teams remotely and also parents have all been given a family email to access Teams.</i> <i>As and when families move into remote learning, stationery and paper-based products will be distributed as and when required.</i> <i>(£300)</i>			Ongoing

<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>A review of appropriate technology has been conducted in preparation for any remote learning for both pupils and teachers.</i></p>			<p>March 21</p>
Total budgeted cost				£ 5070
	Cost paid through Covid Catch-Up			£4880
	Cost paid through charitable donations			£0
	Cost paid through school budget			£190