

Wanborough Primary School Catch-Up Premium Plan 2020-21

| Summary information | | | | | |
|---------------------|---------------------------|------------------------|------------|------------------|-----|
| School | Wanborough Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £16,480.00 | Number of pupils | 205 |

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

A summary of the identified impact of lockdown

| | |
|-------------------|--|
| Maths | Disadvantaged children further behind in some elements of Mathematics. White Rose materials effective in Lockdown and applied across the school successfully. Teachers assessed all children in October 2020. |
| Writing | Limited opportunities for writing at length and appropriate feedback. Children's learning inconsistent through lockdown particularly the disadvantaged. Teachers assessed all children in October 2020. |
| Reading | Children encouraged to read regularly through a variety of activities during lockdown. Phonics teaching for those in school meant differences in consistency of delivery for pupils in EYFS and KS 1. Teachers assessed all children in October 2020. |
| Non-core | All subjects unable to cover whole curriculum in non-core subjects. Whole curriculum covered with obvious disruptions in Music, Art, DT and PE. |
| Curriculum | Each subject was compromised last year, from September the whole curriculum has been taught with teachers addressing gaps that were highlighted in a review at the end of the 2019/20 academic year. |
| Summary | Whilst our staff, pupils and parents endeavoured to try their best during lockdown inevitably we have and will notice gaps in individual and cohorts. We have been pleased with the return to school the children have made, socially and emotionally almost all children have coped well thus far. We completed a transition in summer 2020 with parents contributing their thoughts on their child's academic and social progress during lockdown. As the curriculum progresses throughout the year we are expecting to find more gaps in knowledge and skills. We operated a transition timetable in Year 1 which was very successful with attendance very high and the children have settled well back into school and have adapted successfully to the changes in procedures. Each teacher assessed their classes at the end of Term 1 to help identify the children to receive our Phase 1 support through targeted interventions. A Phased plan was disseminated to staff to help us target the right children as and when the need arises during this academic year and potentially beyond. The overwhelming feedback from parents was their concerns over children missing out socially more than academically during lockdown. |

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? |
|---|--|------------------------|------------|--------------|
| Key skills and knowledge taught effectively | Whole class Quality First Teaching | | AD/BW/TB | Termly |
| Support narrows gaps / stretch for individuals | Planned interventions for small groups and 1:1 | | AD/BW/TB | Termly |
| Children adapt to learning full time in school | Transition timetable for all classes | | AD | 10/20 |
| Teachers ensure SEMH needs met for learning | Catch Up curriculum across all classes in Term 1 | | AD | 10/20 |
| Identify those children requiring extra support | Term 1 Teacher Assessment across Years 1-6 | | AD/BW/TB | 10/20 |

ii. Targeted approaches

| Desired outcome | Chosen action/approach – a combination of 1:1 and small groups of identified pupils. | Impact (once reviewed) | Staff lead | Review date? |
|--|--|------------------------|------------|--------------|
| Individuals given necessary support to equip them accessing the curriculum | Targeted 1:1 support with FSW | | SC / RL | 02/21 |
| Children quickly attain essential knowledge / skills | Small group and 1:1 NELI EYFS Language intervention | | RL | 02/21 |
| Children quickly attain essential knowledge / skills | Early Years Reading and Phonics support | | BW | 02/21 |
| Children quickly attain essential knowledge / skills | Yr2 support in Reading, Writing and Maths | | SC/LA | 02/21 |
| Children quickly attain essential knowledge / skills | Yr3 extra support in Reading, Writing and Maths | | BW/TW | 02/21 |
| Children quickly attain essential knowledge / skills | Yr4 extra support in Reading, Writing and Maths | | AG | 02/21 |
| Children quickly attain essential knowledge / skills | Yr5 extra support in Reading, Writing and Maths | | KH | 02/21 |
| Children quickly attain essential knowledge / skills | Yr6 extra support in Reading, Writing and Maths | | TB | 02/21 |
| Children quickly attain essential knowledge / skills | 1:1 Maths National Tutoring to identified pupils | | TB | 02/21 |

| iii. Wider Strategies | | | | |
|---|--|-------------------------------|---|---------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| Staff prepared for blended / remote learning | Train staff further on remote learning platforms | | JD | 04.21 |
| All children to access blended / remote learning | Improve IT capacity / resources | | JD | 04.21 |
| Parents able to support children's learning further | Regular communication on resources for parents | | AD | 04.21 |
| Packages support learning at both home and school | Invest in digital resources to support class teaching | | BW/TB | 04.21 |
| Funding spent appropriately and effectively | CPD for Catch Up and Remote Learning funding | | AD | 12.20 |
| Ensure school is open and safe during COViD | Invest in sufficient resources to minimise risk of COViD | | RG | Daily |
| Ensure children access hot food at lunchtimes | Invest in equipment / trolley to deliver to classrooms | | RG | 12.20 |
| | | | Total Catch Up specific budgeted cost i. | - |
| | | | Total Catch Up specific budgeted cost ii. | 6,045.00 |
| | | | Total Catch Up specific budgeted cost iii. | 14,245.00 |
| | | | Cost paid through Covid Catch-Up | 16,480.00 |
| | | | Cost paid through school budget | 3,810.00 |