

## Catch-Up Premium Plan

### Woodcroft Primary School 2020 - 2022

Summary information					
School	Woodcroft				
Academic Year	2020/21 2021/22	Total Catch-Up Premium Covid catch up 20/21 = £18,200 21/22 = £13,000 also see <a href="#">Covid School Management Fund</a>	£31200	Number of pupils	Eligible 390

Guidance	
<p>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.</p> <p>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.</p>	
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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>One to one and small group tuition</li> <li>Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>Supporting parent and carers</li> <li>Access to technology</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 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</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 subject 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><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(£3000)</b></p>	Updated curriculum	CT	July 21
<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>Purchase additional resources for EYFS initially.</i></b></p> <p style="text-align: right;"><b>(£3000)</b></p>	Updated resources	MR	Feb 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Woodcroft have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of Woodcroft Primary School is available 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.</i></b></p> <p style="text-align: right;"><b>(£600)</b></p>	Video created uploaded onto website	CT	Ongoing
<b>Total budgeted cost</b>				<b>£ 6,600</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Targeted releases for professional training re: catch-up programmes</u></p>	<p><b><i>Release for receive phonics training form English Lead.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>	implemented phonics programme	SL	Feb 21

Identified children will have significantly increased rates of reading fluency. 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.	<p><b>Release time for training for TAs with English Lead to act as Reading Fluency Champions</b> <b>( £1000)</b></p> <p><b>Purchase of appropriate texts to support catch-up whole class reading spine</b> <b>(3,000)</b></p>	Implemented reading programme		Feb 21
<p><u>Intervention programme / small group tuition</u></p> <p>Appropriate literacy/ numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic English and maths skills.</p>	<p><b>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b></p> <p><b>KS1 Intervention Tutor £7,000</b> <b>KS2 Intervention Tutor £10,000</b> <b>(£17, 000)</b></p>	Improved outcomes	RM	July 21
<b>Total budgeted cost</b>				<b>£22,000</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access online learning at home.</p>	<p><b>Woodcroft Continuity Plan supports:</b></p> <ul style="list-style-type: none"> <li>● <b>Additional online learning resources</b></li> <li>● <b>Weekly Learning Schedule</b></li> <li>● <b>Access to specified topic knowledge via detailed curriculum companions</b></li> </ul> <p><b>Subscriptions</b> <b>(£3500)</b></p>	Improved home learning support and access	DG	Feb 21 Feb 21
<b>Total budgeted cost</b>				<b>£ 32100</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£ 32100</b>