



## Catch-Up Premium Plan Whitchurch Primary School

Summary information					
<b>School</b>	Whitchurch Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£10,960	<b>Number of pupils</b>	137

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> <p>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.</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</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Supporting great teaching</li><li><input type="checkbox"/> Pupil assessment and feedback</li><li><input type="checkbox"/> Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li><input type="checkbox"/> One to one and small group tuition</li></ul>

<p>use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>
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Identified impact of lockdown	
<p><b>Maths</b></p>	<p>Children were able to access the schools maths curriculum throughout lockdown and no specific topics were missed during this period for each year group. It is evident in many cases that the speed in which children are able to rapidly recall key number facts has been impacted during lockdown. However, children still have an appetite for maths and lockdown has not affected their attitudes. The school had good engagement with its online learning, but provision at home would have varied with some children benefiting from the additional 1 to 1 support of parents in the home.</p>
<p><b>Writing</b></p>	<p>With writing, it has been evident that 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>
<p><b>Reading</b></p>	<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, the ease at which children were able to access and work through the school's reading scheme meant that the most progress was made by those children who are 'avid readers' during this period.</p>
<p><b>Non-core</b></p>	<p>Non-core subjects were still offered during lockdown, but the take up of these afternoon lessons was varied. This means that some children will have gaps in their knowledge. It will be important for staff to discuss this where children move onto new teachers, to ensure plans can be amended to allow for covering gaps. 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>Teaching assessment and feedback</u></p> <p>Staff will have a clear understanding of the children's current needs on their return to school which will enable them to plan effective high-quality first teaching and any additional interventions in school.</p>	<p>Additional staff meeting time to identify gaps in learning.</p> <p>Teachers to use assessment before learning as a baseline for some subjects which will enable them to identify current knowledge as well as gaps in learning.</p> <p>Teachers to use baseline standardised assessment to identify the impacts of lockdown on reading and maths skills and to identify children for the first wave of 1 to 1 tuition.</p> <p>* Use of SNASt to carry our diagnostic assessment on pupils to help support and identify appropriate targets for interventions and 1 to 1.</p>		DC	Jan 21
<p><u>Supporting great teaching:</u></p> <p>Children in bubbles will have access to appropriate resources to support their learning.</p> <p>Children will have an understanding of key emotions they may experience and have a range of self regulation strategies</p> <p>Staff will be aware of changes required to the coming years curriculum, without a negative impact on staff well being.</p>	<p>Identifying any resources that are usually shared across the school and ensuring bubbles are adequately resourced to support great teaching.</p> <p>*Teacher modelling of key strategies for identifying emotions and employing self-regulation strategies in KS1 (Zones of regulation) Introduce weekly zones of regulation lessons for children in KS1.</p> <p>Additional staff time to monitor gaps in subjects and provide support and amend curriculum as required.</p>		DC / GR	Jan 21 and March 21
<p><u>Transition Support</u></p> <p>Parents will still have the opportunity of a personalised tour and 1 to 1 session when considering taking a place up at the school.</p>	<p>Implement use of 1 to 1 video tours for parents considering applying for a place at the school.</p>		DC	Dec 21
			<b>Total budgeted cost</b>	<b>£460</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Children close gaps in learning for reading, writing or maths that occurred during lock down.</p> <p>Children will engage in their return to school and learning in a positive way.</p>	<p>*Teacher-led targeted 1 to 1 or 1 to 2 sessions (Class teacher led wherever possible).</p> <p>*Focused use of literacy intervention toe by toe</p> <p>Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.</p>		Pupil Manager GJ	Dec 20 March 21
<p><u>Intervention programme</u></p> <p>Children will engage in their return to school and learning in a positive way.</p> <p>Increase the number of children who regularly read for pleasure</p>	<p>*ELSA to provide small group and 1:1 support to assist children returning to school</p> <p>Introduce Accelerated Reader to pupils from y3 to 6 (EEF Promising Projects)</p> <p>Research other EEF evaluated interventions to find a collection of tools for use across different ages and stages.</p>		RNL (ELSA)  DC  DC	Dec 20 March 21
<p><u>Extended school time</u></p> <p>Children experience a range of extra curricular activities.</p> <p>We provide wrap around care to support working parents.</p> <p>Children will still have access to the same number of hours in the classrooms.</p>	<p>When risk assessment allows, resume school clubs but continue to use bubbles provision, which may require additional sessions and staffing.</p> <p>Restructure breakfast club and afterschool club to accommodate bubbles.</p> <p>Extend school day to ensure there is no loss of learning due to staggered pick up/drop off.</p>		GJ	
			<b>Total budgeted cost</b>	<b>£10 000</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.  Families will have access to support to help them with emotional well being for their children.	*Additional online learning resources will be researched and purchased.  Staff will share good practise regarding applications and online resources that were successful in lockdown. Additional packages will be purchased where required.  *Use of ELSA support or Early Help to support families who had specific difficulties and need continued support.		DC	
<u>Access to technology</u>  All children have access to appropriate technology to support learning in the classroom.  Research opportunities to access additional technology for families to access in the event of another lockdown.	Purchase class set of touch screen chromebooks ( not from COVID catch up funding)  Approach families or local businesses for donations of laptops.		MM  FB	
	<i>* Areas with cost attached funded by Covid fund</i>			
			<b>Total budgeted cost</b>	<b>£500</b>