



Catch-Up Premium Plan

Summary information					
School	Wroxall Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£3,040	Number of pupils	130
Date of Plan	September 2020		Dates of Review	January 2021 April 2021 July 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
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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.

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

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. We were unable to teach following our CPA (concrete, pictorial, abstract) pedagogical approach and some families would not have had access to resources that they would routinely have had to support learning in school. Recall (including speed of recall) of basic skills has suffered – children are not able to recall addition and subtraction facts and related number bonds and times tables facts. They have forgotten once taught calculation strategies meaning that they are less confident with rapid re-call of facts and application of once know factas to new learning.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted particularly in KS1 where letter formation and in KS2 with accuracy and consistency of cursive handwriting. 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.
Reading	Some children accessed reading during lockdown more than any other subject. However, some read very little. This has resulted in children being less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.
Foundation subjects	There are now significant gaps in knowledge – whole units of work have not been taught due to the suspension of teaching of the national curriculum 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 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. Children have not been able to access swimming lessons as part of lockdown and this needs to be addressed later in the year if the school is to meet the National curriculum expectation that all Year 6 children should be able to confidently swim 25m.
Personal, Social, Emotional Education	This has emerged as the largest area of need as children have emerged from lockdown. Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously found and there is a huge decrease in resilience and self-motivation. This has led to an increase in challenging behaviour, particularly with a small group of children. This is having a significant influence on both peers and staff. We have seen an increase in parents requesting emotional support for themselves and their children. We have also experienced a significant increase in safeguarding concerns, involvement in social care and referrals to external agency involvement to meet family needs to ensure children arrive at school 'ready to learn'.

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	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting great teaching:</u></p> <p>Staff have analysed the impact of lockdown and have identified gaps or modifications required to ensure that the curriculum provision at Wroxall Primary School continues to support great teaching.</p> <p>The outcome remains that the right kids, get the right stuff at the right time and in the right way in order to enable them to have the best possible chance of achieving the age related expectations for each subject/year group despite the global pandemic disruption.</p>	<ul style="list-style-type: none"> • <i>Purchase of Bug Club online reading scheme and new reading books to ensure that phonically matched resources are accessible from home.</i> • <i>Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall.</i> • <i>Purchase of Spelling Shed to support remote access and improve speed and accuracy within spelling.</i> • <i>Purchase of HIAS Moodle+ providing access to Step-up to Catch-up curriculum plans for Maths, English and Spelling</i> • <i>Purchase of Spelling Zappers programme to provide an individualised framework to support children improve spelling of common exception words.</i> • <i>Provision of personal stationary/pencil cases</i> • <i>Swimming fund – budget to support additional swimming lessons for those classes that have missed out due to lockdown</i> 	<p>£1,131</p> <p>£95</p> <p>£67</p> <p>£570</p> <p>£22</p> <p>£200</p> <p>£1,100</p>		
<p><u>Teaching, assessment and feedback</u></p> <p>Teachers can clearly illustrate the impact of their teaching and learning as gaps in learning will have closed over the academic year. This will be easily measured through the standardised assessment data in reading, writing and maths.</p>	<ul style="list-style-type: none"> • <i>SeeSaw online learning platform purchased to facilitate communication, assessment and feedback involving parents as key components.</i> • <i>Purchase of updated assessment materials – NFER standardised tests for Reading, Writing and Maths to support teachers to identify gaps to support their next steps in teaching.</i> • <i>Subject leadership support from HIAS for English and Maths leads with planning for mixed-age classes and moderation</i> • <i>Catch up planning for Curriculum Planning - Leadership</i> 	<p>£218</p> <p>£292</p> <p>£50</p>		
<p><u>Transition support</u></p> <p>Children who join XXXX Primary School from different settings or who are beginning school for the very first time will become</p>	<ul style="list-style-type: none"> • <i>With restrictions in place to prevent new and prospective families from visiting the school, a virtual tour of the school was initiated.</i> • <i>New entrant booklets produced to support children starting school for the first time.</i> 	<p>£500</p> <p>£60</p>		

comfortable and confident with the setting before they arrive.				
			Total budgeted cost	£4,305

ii. Targeted approaches

Desired outcome	Chosen action/approach	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have narrowed the 'gap' between standardised age scores and chronological age in the academic areas identified requiring intervention following discrete periods of intervention.</p> <p>Qualitative evidence and case study material will demonstrate that children are emotionally better 'ready to learn' following intervention.</p>	<ul style="list-style-type: none"> <i>Additional Teaching support hours (two afternoons per week in the second half of the Autumn term) to facilitate successful delivery of 1:1/small group interventions or to provide release time for teacher to work with 1:1 small group support. Children identified for support at November pupil progress meeting and revisited termly for impact to be assessed and intervention refined where necessary.</i> 	£1,227		
			Total budgeted cost	1,227

iii. Wider Strategies

Desired outcome	Chosen action/approach	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting parents and carers</u></p> <p>Parents continue to play a key role as educators and are better able to support learning at home.</p>	<ul style="list-style-type: none"> <i>Appointment of Family Liaison Officer for 24 hours per week to support both children and parents, improve effective communication, support referrals to external agencies and improve attendance and readiness to learn.</i> <i>Cost of website upgrades to enable resources, support materials to be more effectively shared with parents/carers</i> 	£ 3,780		

	<ul style="list-style-type: none"> • <i>SeeSaw licence purchased to enable parents to have meaningful and easy access to bespoke online learning for their child.</i> 			
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<ul style="list-style-type: none"> • <i>Visualizers purchased to facilitate remote sharing of work or modelled examples.</i> 			
<u>Summer Support</u> NA				
Total budgeted cost				£3,780
Cost paid through Covid Catch-Up				£3,040
Cost paid through school budget				£6,272
TOTAL BUDGETED COST				£9,312