



Catch-Up Premium Plan

Primley Wood Primary School

Summary information

School	Primley Wood Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£13,600	Number of pupils	170

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

Identified impact of lockdown

Maths	Key topics have been missed (Following WRH). Basic skills, such as times tables and mental arithmetic have suffered. Children's ability to reason and problem solve has also been impacted.
Writing	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. Children's handwriting and spelling also requires intervention following months of not practising.
Reading	Reading fluency has decreased despite the amount of reading materials we provided to the families over lockdown. The speed of which the children read has slowed along with their comprehension competence.
Non-core	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 life experiences which we provide both in and out of school.

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 and resourced in more depth. Resources will provide a range of cross-curricular opportunities to link in with the learning missed. Experiences will be planned throughout the year (COVID-secure) as trips are not taking place.</p> <p>Year 1 children will be branched into two classrooms. One which focuses on continuous provision and the other on formal learning. This will ease children's transition to formal learning and the children will receive more bespoke teaching and feedback.</p>	<p><i>Additional time for teachers to plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Subsidised experiences for the children and a scheme for the foundation subjects.</i></p> <p style="text-align: right;"><i>(£1500)</i></p> <p><i>Purchase additional resources for continuous provision.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>		<p>JL</p> <p>GM</p>	<p>Feb 21</p> <p>Feb 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. As writing has a variety of components to assess at once, teachers will begin conferencing sessions fortnightly with their pupils to improve their writing and set future targets.</p>	<p><i>Additional time for teachers to be trained on Whole Class feedback and conferencing.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>		JL & MP	Jan 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Primley Wood have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>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 PW.</i></p> <p style="text-align: right;"><i>(£500)</i></p>		<p>SRai</p> <p>JL</p> <p>SRudd</p>	Ongoing
Total budgeted cost				£ 4000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Teaching assistants will run interventions on a daily basis. A timetable will be created so that catch-up work can be taught alongside same-day interventions.	<i>Release time for teachers to prepare the interventions on a half-termly basis and to train the TAs on. Intervention schemes will be bought to provide the resources.</i> (£1000)		SRai LD	Feb 21
			SR	Feb 21
<u>Intervention programme</u> Lexia will be purchased for children across the school to improve the children's reading and phonics.	Staff will be trained to use the software, deliver the program and use the tools to provide 1:1 interventions (£4200)		JL	July 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1 hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Teachers in Years 4, 5 and 6 will run weekly after school interventions for their children. Each block will last for a half term before identifying the next group.</i> (£3000)		JL	Ongoing
Total budgeted cost				£12,166

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>				

<p>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.</p> <p>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.</p> <p>The school has taken control over the afterschool club and have reduced the price to make it more affordable for parents who require the wrap-around care. Vulnerable families are offered free care when needed.</p>	<p><i>Additional online learning resources will be purchased, such as Mathletics, Numbots, Timetable Rockstars and Edshed to support children reading at home.</i> £600</p> <p><i>7-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Teachers are provided with additional release time to prepare home learning if a child is self-isolating, but the bubble is still intact.</i> £400</p> <p><i>The afterschool club's staff complete the children's homework with them, read and change their books and provide additional support to aid their learning.</i> £11,700</p>		<p>MW LD</p> <p>JL/JLL</p> <p>JL</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb21</p>
<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. Laptops can also be borrowed by parents in the event of a bubble closure.</p>	<p><i>10 new laptops were purchased so that children were able to complete work throughout the school day without affecting the computing timetable.</i> £400 + £2600 of school budget</p>		<p>JL</p>	<p>Feb 21</p>
Total budgeted cost				£ 4000
Cost paid through Covid Catch-Up				£13,600
Cost paid through school budget				£14,300