**Catch-Up Premium Plan**

**Woodfall Primary and Nursery School**

|  |
| --- |
| **Summary information** |
| **Academic Year** | 2020-2021 | **Total Catch-Up Premium** | £33600 | **Number of pupils** | 420 |

|  |  |
| --- | --- |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 excellent 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** | In each year group the core skills and understanding that had already been taught prior to the lockdown were consistently reinforced during home learning and assessment on return of the children in the summer supported this view. However, not all children accessed the new material that had been taught in the run up to reopening school for all year groups, consequently, this impeded the application of understanding that was required to ensure that age related or greater depth standards were achieved by all children. In addition, many children did not secure as much progress as we might have expected and the assessment in terms of competency and confidence is not as secure as it would have been if the children were in school throughout as normal. However, as all classes did return to school at the end of the summer term, almost all children had at least been in school for four weeks. Therefore, the teachers had a good understanding regarding the achievement of their class and were able to share this in detail during transition with receiving teacher. This means units of work for the autumn were adapted to the precise needs of the class.  |
| **Writing** |
| **Reading** |
| **Social and Emotional** | Due to the breadth of practical support put in place during the lockdown and because almost all children returned before the summer, we did not have the number children with additional socio emotional needs that we had anticipated we might. However, children who had already been receiving support either at intervention or therapy level, had that service interrupted and even if it could continue on line it was not as impactful as when delivered face to face.  |

|  |
| --- |
| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) |
| 1. **Teaching and related whole-school strategies**
 |
| **Desired outcome** | **Chosen approach**  | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Quality first teaching for all so that staff are confident, subject knowledge is comprehensive and planning is well matched to need. Assessment is used effectively to identify need and to evaluate impact and progress. Consequently, differences in achievement are narrowed.** | Trauma, safeguarding training, and curriculum training for all staff in preparation for July and September 2020.£1000Core subject training staff to understand and carryout consistent non negotiables for their subject areas to ensure a consistent approach that is proactive in addressing learning needs.£1000Access to high quality online training that individuals, groups and whole staff can access to continue professional development and especially focused on Intent, Implementation and Impact of curriculum to ensure it closely meets the actual rather than perceived needs of the children. £1000Additional leadership capacity to monitor quality of learning and analysis assessment in a timely manner. £1000 |  Shared vocabulary and approach embedded across school | Head / DeputyMiddle leadersSLT Head | Oct 2020January 2021March 2021On going |
| **Supporting remote learning so that there is equity of access for all, and learning is commensurate with in school study when individual or whole class is self-isolating.**  | Training to support teachers to manage remote learning and for all pupils to be able to actively engage with a respond to work set.£500Ensuring staff have technology to deliver remote learning to the desired standard and quality of remote learning.£500 |  | VH | April 2021 |
| **Transition support to ensure confidence and precise learning needs are identified.** | Additional cover provided in summer 20 for YR and Y6 staff to support transition / hold meetings. YR time to plan for induction.£500 | Induction went smoothly and intervention plans were established earlier in the term than would usually be the case.  | Head | Oct 2020 |
| **Total budgeted cost** | **£5500** |

|  |
| --- |
| 1. **Targeted Support**
 |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
|  **1-to-1 and small group tuition to target more able pupils who could achieve greater depth and not currently on track to do so and pupils who are not on track to be as secure as they should be at expected.** | National Tuition Programme x 2 days a week 1:3 targeted primarily at 30 PP children. (Potential to double capacity if impact is positive in Feb 2021)£6000HLTA support – Y1 and Y2, 5 x ½ days to strategically target most vulnerable individuals / small groups to diminish differences and ensure accelerated progress in Reading, Writing and Maths. £2000Additional TA Support – Y3 to Y5 5 x ½ days to strategically target individuals / small groups to diminish differences and ensure accelerated progress in Reading, Writing and Maths. £2000 |  | Middle leaders (TW/SH)SLT (JB) | February 2021March 2021 |
| **Reception Year Early Language Programme to diminish differences in communication skills.**  | Speech and Language Programme where 20 hours training completed by 2 x TAs and then delivered to 20 children for 20 weeks.£2500 |  | SLT (JB) | July 2021 |
| **Teaching Assistants and targeted Intervention programme to diminish differences in phonics in Y1, Reading, Writing and Maths in Y3, Y4 and Y5. Additional TA providing intervention in Mathematics and Writing in YR.** | 2.5 hours a week additional TA x 2 Y1 - £200025 hours a week additional TA x 1 – £9600 |  | SLT  | On going |
| **Resources for Y6 to complement in school and small group support.** | Packs for all pupils in Y6 £500 |  | SLT  | July 2021 |
| **Total budgeted cost** | **£24600** |

|  |
| --- |
| 1. **Wider Strategies**
 |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting parents/carers with behaviour management and positive promotion of social and emotional needs at home.** | Online training opportunities for parents (RISE.)Additional cost:£500 |  | SMT/ SENDCO | April 2021 |
| **Ensuring access to technology enabling all learners equal access to the provision:** | Applications for DFE provision of laptops and Broadband connection. |  | SBM | July 2021 |
| **Supporting pupils’ social, emotional, and behavioural needs** | Additional Lego and Play Therapy provision to allow current offer to continue whilst expanding for other children given current circumstances. £1000Continuation of Rest Easy Method and access to RISE resources and weekly class based sessions in addition to individual interventions £2000 |  | Head |  |
| **Total Budgeted cost** | **£3500** |
| **Total budgeted cost** | **£33600** |
| **Cost paid through Covid Catch-Up** | **£33600** |
| **Cost paid through charitable donations** | **/** |
| **Cost paid through school budget** | **£33600** |
|  |  |