



## Catch-Up Premium Plan

### Woolaston School

#### Summary Information

School	Woolaston School				
Academic Year	2020-21	Total Catch-Up Premium	£14,080	Number of pupils	168

#### 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



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

Wider strategies

- Supporting parent and carers
- Access to technology

#### Identified impact of lockdown

##### Maths


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'. 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.

##### Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gap 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.



<b>Reading</b>	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 disadvantaged.
<b>Non-core</b>	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. Subject leaders will be required to get to grips with the subjects in order to identify the areas and skills missed.

<b>Planned expenditure</b> - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools				
<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<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. This will include those who have dipped from expected or GDS.</p> <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 academic achievement.</p> <p>Staff will be well trained and will fully understand needs of children in relation to attachment and trauma, there will be a</p>	<p>Additional time for teachers to research and plan noncore subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>£2000</p> <p>Purchase additional manipulatives for EYFS/KS1 initially.</p> <p>£1000</p>	<p>Release time throughout this period has allowed staff to research and plan a well-designed curriculum for their subject. Staff spent time looking at areas of learning that was missed to understand how to recap and reteach. Staff used assessment materials synch as INSIGHT to identify gaps, as well as NFER and PM benchmarking.</p> <p>The school purchased a ranges of resources to and able all children to access these. We have seen an improvement in the frequency recourses used and also in the outcomes from Maths.</p> <p>INTERNAL DATA 2021-21 children working at expected in maths across school:</p>  <p>Training was delivered by EP. Staff reflected on Maslow's hierarchy of need as well as the behavioural approach alongside others. Staff felt confident that they were skilled to support children when they present with behaviours outside the norm for them.</p>		<p>Feb 21</p> <p>Feb 21</p> <p>April 21</p>



clear demonstration of the needs of the children and the strategies associated with support the children.	To purchase additional online courses following from the whole school training £500			
<u>Teaching assessment and feedback</u>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Staff have additional day release to analyse and present gap analysis follow NFER assessment. 3x 7- each class teacher to present a report addressing the next steps. £3000	Staff have administered and conducted NFER assessments consistently since this point.  The staff have now been able to use the assessment materials to identify gaps in learning and also those who may have made inconsistent progress. Teachers- have extended this and have now conducted moderation with colleagues with the school/federation.		July 21
<u>Teaching assessment and feedback</u>  Staff will speak confidently about the knowledge deficit gaps their children are demonstrating. There will be appropriate feedback offered to children to support further progress.	Additional release to share needs of class- pupil progress meetings. Purchasing additional resources following meetings £750	Pupil progress meeting have taken place where staff have been able to demonstrate their understanding and knowledge of the children. Over time and throughout the meetings, staff have been able to show a greater understanding of their children and their needs. This has further been reflected in the disadvantaged grids that have been presented to EHT.		
<u>Transition support</u> Children who are moving from year group to year group with needs being identified. Offer support to children to support emotional development and stability.	Support from Nurture TA £1000	Staff have been able to attend nurture support even whilst it has been delivered in different guises across time.  Children have had bespoke transition packages created dependent of need and parents have been involved throughout.  Where possible, children have been able to attend nurture and discuss any concerns. Boxall assessment show the progress of children.  Children have successfully transitioned to different year groups.		Ongoing
Total budgeted cost				£ 8,250



## 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>Identified children will have significantly increased rates of reading fluency and prosody. 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> <p>Writing will be developed to ensure taught skills are transferable and stamina developed.</p> <p>Children will be accessing and working at the correct milestone within the RWI showing accelerated progress from September starting point.</p>	<p>TA T-Th pm Spring 10 weeks</p> <p>£2000</p> <p>TA same as above, Spring 10 weeks</p> <p>A 45 mins x4 day a week x 7 weeks. Potential to ask for writing in Yr 6 in the SPRING TERM.</p> <p>£2000</p>	<p>Interventions were delivered and an impact made. Reading interventions took place in R and 2 and 5 and 6 At the end of the academic year 20-21 pupil outcomes were as below:</p> <p><b>Attainment</b></p> <table border="1"> <thead> <tr> <th>Year</th><th>Well below</th><th>Just below</th><th>At</th><th>above</th></tr> </thead> <tbody> <tr> <td>R</td><td></td><td>15%</td><td>59%</td><td>29%</td></tr> <tr> <td>1</td><td>16%</td><td>4%</td><td>48%</td><td>32%</td></tr> <tr> <td>5</td><td>4%</td><td>26%</td><td>52%</td><td>19%</td></tr> <tr> <td>6</td><td>8%</td><td></td><td>56%</td><td>36%</td></tr> </tbody> </table> <p><b>Progress</b></p> <table border="1"> <thead> <tr> <th>Year</th><th>Well below</th><th>Just below</th><th>At</th><th>above</th></tr> </thead> <tbody> <tr> <td>R: +1.3</td><td></td><td></td><td>6%</td><td>94%</td></tr> <tr> <td>1: +0.0</td><td></td><td></td><td>100%</td><td></td></tr> <tr> <td>5: +0.2</td><td>4%</td><td></td><td>70%</td><td>26%</td></tr> <tr> <td>6: +0.3</td><td>8%</td><td></td><td>52%</td><td>36%</td></tr> </tbody> </table>	Year	Well below	Just below	At	above	R		15%	59%	29%	1	16%	4%	48%	32%	5	4%	26%	52%	19%	6	8%		56%	36%	Year	Well below	Just below	At	above	R: +1.3			6%	94%	1: +0.0			100%		5: +0.2	4%		70%	26%	6: +0.3	8%		52%	36%		<p>April 21</p> <p>April 21</p> <p>Feb 21</p>
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<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><b><i>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).</i></b></p> <p>£750</p>		<p>One off cost of intervention and then continued staff cost</p>	<p>July 21</p>																																																		



Total budgeted cost				£4,750
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children have access to appropriate stationery and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	2-day home-learning paper packs are ready to be 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. £250			Feb 21
Parents will be able to access support for their children's wellbeing and academic development through a range of activities that the school will provide online.	The school will look at offering a parent programme delivered by Trick Box. £500			Feb 21



<p><u>Access to technology</u></p> <p>During the catch-up school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teaching Assistants have accesses to laptops that or iPads that are equipped with webcams and allow them to access school-based resources from home. Teacher assistants facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>The platforms that are used are consistent and offer parents information about the child's learning ensuring that the parents can seek further advice when needed.</p>	<p>Purchase 3 additional iPads and have ready to use in school for those finding accessing learning hard about also to support home if needed</p> <p style="text-align: right;">£1000</p> <p>See above/ shared recourse.</p> <p>Training sessions for the staff to know how to use DOJO and teach through the platform. 2x 1 day supply</p> <p style="text-align: right;">£300</p>			<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<b>Total budgeted cost</b>				<b>£2,350</b>
	<b>Cost paid through Covid Catch-Up</b>		<b>£14,080</b>	
	<b>Cost paid through charitable donations</b>			
	<b>Cost paid through school budget</b>		<b>£1,270</b>	