

Catch-Up Premium Plan –Woodside Primary School

Summary information				
School	Woodside Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£9,333	Number of pupils 101

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' allocation is 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
<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 <u>curriculum expectations for the next academic year</u>.</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 <u>coronavirus (COVID-19) support guide for schools</u> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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?
Supporting great teaching: English and Mathematics:	English and Mathematics:	English and Mathematics:	MD	Jan 2021

<p>Staff training to help plan for coverage missed from 2019-20 (main focus on maths and English) supporting a “recovery” curriculum. These subjects continue to 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.</p> <p>Staff will have a heightened awareness of the impact on the emotional state of pupils from COVID and lockdown. This will mean that there will be more time allocated to emotional well-being, including carefully selected texts for English.</p>	<p>WGSP, English Hub and GCC English training GlowMaths Hub, GCC and WGSP Maths training Teachers and TAs have attended professional development to include the Recovery Curriculum relating to both emotional well-being and how to plan to ensure coverage missed from 2019-20.</p> <p>Costing for CPD provided by external agencies (allow £3,000)</p>	<p>Jan 2021 On full opening in Sept 2020, all classes worked on a GHLL resilience project (Make me a Superhero). All classes had a nurturing approach with additional time in the timetable for re-socialising, team building etc. The recovery catch up plan was altered in Jan-March 2021 in response to the second partial lockdown. Staff focused on providing remote learning, in-school learning and support for families and children.</p> <p>May 2021 Subject leaders have accessed training to further support children with their learning. Leaders feedback to staff at key meetings and share resources. Progression documents and gap analysis inform planning.</p>		<p>March 2021 Sept 2021</p>
<p><u>Wider Curriculum:</u> 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.</p>	<p><u>Wider Curriculum:</u> Subject leads and teachers to review the curriculum plan and update so that subject knowledge and skills have continuity and progression Provide release time with a supply teacher to release subject leaders, enabling monitoring, evaluation and support to other staff. Autumn-£1,220</p>	<p>May 2021 Subject leader release time in Term 5 and Term 6 (Summer term 2021) is to further monitor provision across the school and evaluate the impact of teaching and learning. This includes planning scrutiny, book looks and pupil conferencing, in line with our monitoring schedule. The</p>	<p>MD</p>	<p>Jan 2021 March 2021</p>

	Spring-£1,220	information gathered informs our whole school self-evaluation and school development planning.		
<u>Pupil Assessment and feedback:</u> Standardised scores (via NFER tests) will be used to track children throughout the year, to inform teaching and to see the impact of lockdown and recovery.	<u>Pupil Assessment and feedback:</u> NFER tests will be purchased to provide a baseline assessment in September, a review in January and a summary in June. £500	The September 2020 assessments informed our baseline assessments. The Jan 2021 tests were not completed due to the national lockdown. Teacher assessments were completed from full re-opening in March 2021 until June 2021, when the summer NFER will be done. Insight Tracker is used to record and analyse progress and achievement.		
Teaching total budgeted cost			£5940 plus costs of NFER tests	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly improved in GPS scores.	Resources for KS2 classes and a TA re-deployed within the school to enable smaller group sizes. (£1,500)			
<u>Intervention programmes</u> An appropriate speaking and listening intervention such as Talk Boost for vocabulary development	An intervention is identified. Staff within phases are trained and they are able to deliver the intervention confidently. (£1,000)			

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><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.</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><u>Supporting parents and carers</u> Additional online learning resources were purchased in March, including EMile to support children's SPAG, comprehension and maths at home.</p> <p style="text-align: right;">£295</p> <p>In the event of Covid-related absence from Sept 2020, children will have remote learning which can be paper-based if the online learning offer cannot be accessed.</p>	<p>Since Oct 2020, teachers have provided immediate remote learning for children isolating due to Covid-19. Our Remote Learning Strategy can be seen on the school website.</p> <p>Parent, staff and pupil online surveys have been carried out to gather feedback (May 2021). The parent survey showed a 4 out of 5 star rating for the remote learning provision during the Jan-March 2021 partial closure. Staff have reported that children are accessing the normal summer term curriculum on the whole with adaptation where necessary. However, there are not significant gaps as predicted, suggesting that the remote learning was effective.</p>		
<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>Additional ipads with remaining funds</p> <p>£598</p>			

	Wider strategies total budgeted cost	£893
	Total budgeted cost for all aspects of the tiered approach	£9333
	Cost paid through COVID Catch-Up	£9333
	Cost paid through school budget	0