



Dream Believe Achieve

Catch Up Premium Plan

Summary information					
School	Whittlefield Nursery and Primary School				
Academic year	2020-2021	Total Catch-Up Premium	£16,800	Number of pupils	231
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
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 curriculum expectations for the next academic year.</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 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.</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 			

Identified Impact of Lockdown

Reading

Specific content was been missed in the first lockdown, leading to gaps in learning and stalled sequencing of journeys. Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input.

Year Group	% below ARE at lockdown	% below ARE on return	Loss of learning
Whole school	31%	91%	60%
Year 2	14%	100%	86%
Year 3	24%	84%	60%
Year 4	37%	100%	63%
Year 5	43%	75%	32%
Year 6	36%	96%	60%

Writing

Specific content was been missed in the first lockdown, leading to gaps in learning and stalled sequencing of journeys. Children have continued to complete writing opportunities aligned with the school curriculum map. This has been skilfully adapted by teachers who have provided longer short writes instead of longer independent writes at the end of units. The quality of outcomes is questionable with many children receiving different levels of support at home despite teachers providing modelling, prompts, and scaffolding and success criteria. This has adversely impacted on the children who do not have the parents who are able to support at home.

SPAG has disproportionately affected due to a lack of parental skills, knowledge and understanding.

Year Group	% below ARE at lockdown	% below ARE on return	Loss of learning
Whole school	41%	99%	59%
Year 2	14%	100%	86%
Year 3	48%	100%	52%
Year 4	40%	100%	60%
Year 5	50%	100%	50%
Year 6	54%	93%	39%

<p>Maths</p>	<p>Specific content was been missed in the first lockdown, leading to gaps in learning and stalled sequencing of journeys. Children have continued to have opportunities in maths aligned with the school curriculum map. However, despite teaching videos and high quality feedback, some children have still developed a range of misconceptions. Opportunities of daily rehearsal of basic number skills have been limited which has resulted in a decline in basic arithmetic skills.</p> <table border="1" data-bbox="421 341 2029 557"> <thead> <tr> <th>Year Group</th> <th>% below ARE at lockdown</th> <th>% below ARE on return</th> <th>Loss of learning</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>35%</td> <td>100%</td> <td>65%</td> </tr> <tr> <td>Year 2</td> <td>17%</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>Year 3</td> <td>32%</td> <td>100%</td> <td>68%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> <td>100%</td> <td>67%</td> </tr> <tr> <td>Year 5</td> <td>54%</td> <td>100%</td> <td>46%</td> </tr> <tr> <td>Year 6</td> <td>39%</td> <td>100%</td> <td>61%</td> </tr> </tbody> </table>	Year Group	% below ARE at lockdown	% below ARE on return	Loss of learning	Whole school	35%	100%	65%	Year 2	17%	100%	83%	Year 3	32%	100%	68%	Year 4	33%	100%	67%	Year 5	54%	100%	46%	Year 6	39%	100%	61%
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<p>Non-core subjects</p>	<p>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.</p>																												
<p>Health and wellbeing</p>	<p>There has been a significant decline in children’s health and wellbeing. The vast majority of children are lacking routine such as sleep patterns, meal times and daily expectations. Most children have been physically inactive during lockdown. Although opportunities have been provided through the school, many children have been isolated with no social contact with their friends or peers. Many parents have found it challenging to support their children at home and this has often resulted in an escalation in the child’s behaviour and lack of engagement in remote learning. On return to school, we have seen a significant decline in children’s stamina. The adverse experiences of lockdown resulted in the children not being school ready and the need for a recovery curriculum.</p> <p>See results from COVID log September 2020.</p>																												

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)	Lead	Review date
<p><u>Supporting great teaching:</u> The curriculum 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>Teachers will have a secure understanding of the sequence of learning and the strategies needed to address the gaps.</p>	<p>Mapping of curriculum, prioritisation of KPIs Additional time for curriculum leader to review curriculum map. Inset time and staff meetings for teachers to identify KPIs. (N/A)</p>		MH	July 21
	<p>White Rose premium resources (£120)</p>		MH	July 21
	<p>Lancashire Bridging Units (£180)</p>			
	<p>Serial Mash (£200)</p>			
<p><u>Pupil 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 in reading, giving a greater degree in confidence and accuracy of assessments.</p>	<p>STAR (£2,500)</p>		MH	July 21
	<p>Myon (£2,500)</p>			
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>An introductory video of school is arranged and shared with all new-starters. 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 Whittlefield. (£800 + £200)</p>		HK	Feb 21
Total budgeted cost				£6,500

ii. Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Lead	Review date
<u>1-to-1 and small group tuition</u> 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.	Reading partners (Cost of the training and reading booths) £725 X10 hours at TA3 per week £132 x 13 weeks x 8 classes (£13,728)		NS/HK	July 2021
<u>Intervention programmes</u> An appropriate numeracy intervention, such as IDL and TT rock stars supports those identified children in reinforcing their understanding of basic maths skills and application of number. An appropriate reading intervention, such as IDL, Fresh Start, RWI 1:1, Star and Myon to support those identified children in reinforcing their understanding of basic reading skills. An appropriate writing intervention, such as TA support against KPIs for those identified children in reinforcing their understanding of basic writing skills and their application. An appropriate EAL intervention, for those identified children as needing to develop their language acquisition to enable them to access the curriculum.	IDL £698.00 Writing Intervention under the direction of the class teacher X10 hours at TA2 per week £102 x 13 weeks x 8 classes (£10,608) EAL National Tutoring Programme (£168.00 per x3 children- 10 week block) (£1,680)		MH AB	July 2021 July 2021
<u>Extended school time</u> The social and emotional needs of identified children are being addressed through health and wellbeing activities offered as an extra curricula	8 hours at TA2 per week £82 x 6 weeks x 6 classes (£2952)		NS & LC	3328 July 2021

activity. The activities will be focused and address individual identified needs.				
Total budgeted cost				£30,391

iii. Wider strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Lead	Review date
<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.	Additional online learning resources will be purchased: Reading: CGP books and RWI portal Spelling: CGP books Maths: CGP books (RWI portal £1725) (CGP books £350.00)		MH	Feb 2021
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.	Stationery packs are to be purchased and set aside for children when home-learning occurs. EYFS packs Keep up packs SEN packs (£1400) (£200) (£150) (£175)		NS	Feb 2021
<u>Access to technology</u>				
Children can access additional devices when working at home to engage in remote learning.	31 DFE + 49 LCC laptops will be set up to mirror the school learning platform to support learning at home		MH	Feb 2021

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>IPads/laptops are gifted to PP families from charitable sources <p style="text-align: right;">(cost of setting up laptops) (£625)</p> <p>Remote learning set up for all staff. Webcams and microphones for all teachers <p style="text-align: right;">(Cost of setting up remote learning + webcams, tripods and microphones) (£612)</p> <p>Zoom <p style="text-align: right;">(£50)</p> </p> </p></p>		<p style="text-align: center;">MH</p>	<p style="text-align: center;">Dec 2020</p>
<p><u>Summer Support</u> NA</p>				
			Total budgeted cost	£5,287.00
			Total budgeted cost	£42,178.00
36,891.00			Cost paid through COVID Catch-Up	£16,800.00
			Cost paid through school budget	£25,378.00