



Catch-Up Premium Plan

Wood Fold Primary School



Summary information

School	Wood Fold Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,400	Number of pupils	413

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	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still enjoy maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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.</p>
Writing	<p>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. 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.</p>
Reading	<p>Whilst we used books and reading to develop English during lockdown, 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 affected, particularly in Year 1, Year 2 and Year 3. Reception and Year 1 were unable to complete their phonics programme (Sounds Write) therefore have gaps in their phonic knowledge, this is impacting on reading fluency.</p>
Non-core	<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>

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 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>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 the development of mathematical understanding.</p> <p>Reading across the curriculum will be prioritised so that children are developing fluency, accuracy and comprehension skills and so that children are able to broaden and enhance their Historical, Geographical and Scientific knowledge.</p>	<p><i>White Rose Maths Curriculum bought and implemented.</i> (£139)</p> <p><i>CPD focused on Teaching and Learning approaches using Rosenshine's principles – weekly research-based staff meetings. Books x 2 per teacher and TA.</i> (£150)</p> <p><i>Purchase additional manipulatives for EYFS, KS1 and KS2.</i> (£1,500)</p> <p><i>Purchase books to support wider curriculum teaching. Linked to reading ages and stages and appropriate to Wood Fold's bespoke curriculum.</i> (£4,000)</p>		<p>RG/ KC</p> <p>MH</p> <p>RG / BH</p>	<p>Dec 2020 April 21 July 21</p> <p>Dec 2020 April 21 July 21</p> <p>Dec 2020 April 21 July 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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and identify gaps track performance.</i> (£3,500)</p>		RG / KC	Dec 2020 April 21 July 21
<p><u>Transition Support</u></p> <p>To ensure that all children are prepared for their return to school by providing additional support to those children identified as needing it.</p>	<p><i>Some identified children had transition meetings in school before the summer holidays and transition books made for them.</i> (N/A)</p>		KC / LG	Sep 20
			Total budgeted cost	£9,289

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition - Reading</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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>Reading recovery teacher role maintained. Time used to deliver RR intervention and also train teachers and Teaching assistants.</p> <p style="text-align: right;">(£2,000)</p> <p>Employ x 2 additional TAs (PMs) Carry out the reading tuition every afternoon</p> <p style="text-align: right;">(£8,000)</p>		<p>KH / DF</p> <p>RG</p>	<p>Dec 2020 April 21 July 21</p>
<p><u>Intervention programmes – Reading</u></p> <p>Appropriate interventions will be delivered to identified children. Children will know all the phoneme / grapheme correspondences, develop their reading fluency and accuracy, be able to understand what they have read and answer comprehension questions.</p>	<p>Training delivered for Sounds Write (x 6 staff)</p> <p style="text-align: right;">(£2,460)</p> <p>Training delivered for FFT (x 5 staff)</p> <p style="text-align: right;">(£1,200)</p> <p>Identified children receive the intervention. Intervention Tracking sheets completed to set target and track progress.</p> <p>Sounds Write Books purchased.</p> <p style="text-align: right;">(£4,000)</p> <p>Continue to implement Catch Up Literacy and Talking Partners across school for those children who need it.</p>		<p>DF</p> <p>RG / KC</p> <p>RG / KC</p>	<p>Dec 2020 April 21 July 21</p>
<p><u>Intervention programmes - Maths</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>Catch up Maths Training x 3 TAs. Identified children receive the intervention. Intervention Tracking sheets completed to set target and track progress.</p> <p style="text-align: right;">(£1,150)</p>		<p>RG / KC</p>	<p>Dec 2020 April 21 July 21</p>
Total budgeted cost				£18,810

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Parents / carers to have access to quality reading and other resources, if needed, to be able to help their children with their learning at home. Parents to have a better understanding of which strategies are most effective when reading at home with their children.	<i>Provide additional reading books and resources for those children who require it, particularly the disadvantaged.</i> (£1,000)		KC	Dec 2020 April 21 July 21
	<i>Provide reading sessions for parents via Teams that models to parents the most effective strategies for reading at home with their children and how they can best support them in the development of reading skills.</i>			KH
<u>Access to technology</u> To ensure that all children have access to technology to ensure that they are able to learn at home effectively in the event of school closure.	<i>Free devices from Dfe (x 3)</i> <i>Purchase additional devices if needed (x 10)</i> (£3,500)		RG	
			Total budgeted cost	£4,500
			Total	£33,599