



Catch-Up Premium Plan

Whytemead Primary School

Summary information

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| School | Whytemead Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £22,080 | Number of pupils | 276 |

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 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

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| Maths | <p>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'.</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. Baseline maths assessments shows that all year groups are down on previous data. Year 6 by 18% year 2 by 20%.</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. Stamina for writing is poor across school. SPAG 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. There is a clear loss of learning in all year groups according to September baseline assessments. Year 6 by 20%, year 2 by 24%.</p> |
| Reading | <p>Children accessed reading during lockdown more than any other subject. Reading baseline is more stable than either maths or writing. 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. Although there was no change in year 2 or year 6 data, we recognise that both cohorts need to make rapid progress in order to catch up their national peers.</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> |

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| <p><u>Teaching assessment and feedback</u></p> <p>An assessment program that has been proven to support teachers with analysing their children's data will be purchased. Training will be given on using the software. Teachers will have a very clear understanding of what gaps in learning remain and use this to inform their next steps. Timetable will be altered to allow for pupil conferencing.</p> | <p>Quality Feedback has been shown by EEF to be a tool to greatly increase the progress that children make. It has one of the highest levels of added impact across all strategies (+8)</p> <p>A good data package will allow teachers to effectively analyse the data. Pupil conferencing will ensure messages are received by the children whilst they are highly receptive.</p> | <p>Purchase 'STAR' maths (£2000)</p> <p>Purchase INSIGHT assessment programme. (£1200)</p> <p>Complete half termly assessments and use INSIGHT to identify vulnerable groups and individuals for targeted support.</p> | | <p>RW</p> <p>RW</p> | <p>July 21</p> |
| <p><u>Transition support</u></p> <p>Increase the level of communication between home and school in order to support new starters and in-year transfers.</p> <p>Smooth start for all year groups (Sept 2020) as returning from school lockdown. Whole school wellbeing project</p> | | <p>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 Whytemead. (£520)</p> <p>Book resources for wellbeing project (£100)</p> | | <p>CM</p> <p>CM</p> | <p>Ongoing</p> |
| | | | | <p>Total budgeted cost</p> | <p>£ 7320</p> |

| 2. Targeted approaches | | | | | |
|---|---|---|------------------------|------------|-----------------------------|
| Desired outcome | Rationale for focussing on particular strategy | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p>Train x2 members of staff in Emotional Literacy Support and set up a program for individuals going forward.</p> <p>Identified individual children will benefit from receiving extra emotional support from a qualified practitioner.</p> | <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning have a high impact according to EEF.</p> | <p>Ongoing emotional support will be available for children when required. Children with most need will be identified by SENDCo.</p> <p>(Subsidised Training £450)</p> | | KW | |
| <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>Small group tuition and 1:1 support are both identified by EEF as having a moderate impact on children's progress. Developing reading comprehension strategies is also considered to have high impact in the development of children's skills.</p> | <p>Identified children from Yrs 3-6 will work in small groups for focussed reading support with their classteacher.</p> <p>2xpms each week in the summer term.</p> <p>(26 x £80 = £2080)</p> | | | <p>Feb 21</p> <p>Feb 21</p> |
| <p><u>Intervention programme</u></p> <p>Set up and run a proven effective maths intervention programme and adapt the timetable to allow teachers to intervene quickly with maths misconceptions.</p> <p>An appropriate numeracy intervention, such as 'Success at Arithmetic', supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p>Maths was one of our greatest areas of loss (shown through data comparison in Sept 20 and March 20). Ensuring that more curriculum time is given over to maths will help us to cover the teaching that was lost during Covid closure.</p> | <p>Year 4 children will access 'Success at Arithmetic' programme. Basic arithmetic skills have been identified as an area of concern.</p> <p>Year 5 & 6 children to work in small groups on Basic Skills Maths with their class teacher.</p> <p>Years 1 & 2 children working in small groups to develop Basic Skills with their classteacher.</p> <p>3 x pms each week in the summer term</p> <p>(39 x £80 = £3120)</p> | | | July 21 |

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| | | Same Day Intervention maths groups will be timetabled in new whole school timetable. | | | |
| | | | | | Total budgeted cost £5650 |

| 3. Wider Strategies | | | | | |
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| Desired outcome | Rationale for focussing on particular strategy | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Supporting parents and carers</u></p> <p>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><i>Increasing parental engagement is a strategy recognised by EEF to have moderate impact. Home learning is likely to be required when we have to close bubbles and it is very important to have the required infrastructure in place ready for teachers to use.</i></p> | <p>In the first lockdown the school signed up to iXL which children have been accessing at home. We see that it is very important to be able to keep offering this level of maths support during home learning time. We have extended our subscription to iXL and have begun to use it effectively to support weekly homework.</p> <p>£1500</p> <p>Home-learning paper packs are printed and ready to distribute for children who have requested them due to lack of technology at home. Stationery packs are to be purchased where necessary and set aside for identified children to take home when home-learning occurs.</p> <p style="text-align: right;">£600</p> | | | <p>Feb 21</p> <p>Feb 21</p> |

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| <p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> | <p>Four months additional progress can be gained when children have access to effective digital technology. (EEF)</p> | <p>Purchase 15 laptops and a trolley and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. This will increase the amount of time children can spend with programmes such as Accelerated Reader (AR). These machines will be planned for by teachers and children who have less access to technology at home for AR and iXL Maths will have greater access at school.</p> <p>£7485</p> | | | <p>Feb 21</p> <p>Feb 21</p> |
| | | | | <p>£11965</p> | |
| <p>Total budgeted cost</p> | | | | | <p>£ 24935</p> |
| | | | <p>Cost paid through Covid Catch-Up</p> | | <p>22080</p> |
| | | | <p>Cost paid through other sources</p> | | |
| | | | <p>Cost paid through school budget</p> | | <p>£2855</p> |
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