



Catch-Up Premium Plan

Woodthorpe J.I School

Summary information

School	Woodthorpe J.I School				
Academic Year	2020-21	Total Catch-Up Premium Autumn term 2020	£16,880 £4,220	Number of pupils	205

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	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still are still motivated to learn and interested in maths (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. Gaps specific knowledge has suffered significantly, leading to lack of fluency and stamina 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.
Reading	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 identified for support.
Non-core	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 other curriculum experiences e.g. Educational visits, visitors and wider cultural curriculum experiences.

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 essential knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to attend CPD webinars, research and plan foundation subjects. Release time and additional cover will be required to facilitate the additional PPA. (eg BEP briefings at £40 each – Geography, History, Art, PSHE)</i> <i>(£120+£160+£195)</i></p> <p><i>RWInc Spelling Programme will be purchased so that children can practise spellings at home.</i> <i>(£840)</i></p>		<p>Curriculum Team Leads (SLT)</p> <p>CM/CE</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching, assessment and feedback</u></p> <p>Teachers & TAs 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>Pupil Progress Meetings held twice in the first term to discuss baseline information and gaps identified and plan accordingly to 'catch-up' with age related expectations with the maths and English subject leaders.</i> <i>(£180 for two days' cover x2 £720)</i></p>		<p>CE CM Assessment Lead</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Woodthorpe have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Woodthorpe 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 QB.</i> <i>(£195)</i></p>		<p>SLT</p>	<p>Ongoing</p>
			Total budgeted cost	£ 2230

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>Year 5 identified children will have significantly increased rates of reading fluency and phonics/spelling. 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>Year 1 catch-up based on starting points & September baseline test data (progress & attainment in reading and phonics); Three target groups identified</p>	<p>Identify and target Year 5 children based on data analysis and professional discussion; Set baseline data to track progress throughout the interventions in English (reading, writing & spelling) and maths.</p> <p>Daily reading in class - use teaching sequences and diagnostics from Accelerated Reader to raise standards in reading. 15 minutes weekly on spelling strategies using RWInc Spelling scheme – Thursday 12-12.15pm</p> <p>Teaching Assistant additional hours (4 hours weekly for 9 weeks up to end of Autumn term) (£457.20 per term x 2 £914.40)</p> <p>Phonics – early reading intervention using RWInc phonics programme; Writing – guided & independent writing for increased accuracy using their phonics knowledge; Children develop the vocabulary in order to communicate their ideas & be understood by adults & peers.</p> <p>TA 5 hours weekly for 12 weeks – up to Feb 21 half term) (£762)</p>	<p>Year 5 Reading Average – 99.4 (Average for the other cohorts was 108.5) Class average is just below National. 41.4% of the class are below ARE. Making inference including prediction and language, structure and presentation below National.</p> <p>Children learn to spell & read common exception words. Writing is at age-related for spelling. Improved fluency in reading & writing.</p> <p>Rapid progress is made by identified children to close the gap or make better than expected progress to secure ARE or better.</p> <p>Children complete set 2 words. Catch up and progress rapidly through their phonics phase to catch up with age related expectations. Group 1 – Ditty to Red Group 2 – Red to Green Group 3 – Green to Purple Children at age-related make better than expected progress and achieve their targets in phonics.</p>	<p>KL JM</p> <p>JM CM SP</p>	<p>Feb 21</p> <p>Dec 2020 Feb/Mar 21</p>
<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 within reasoning.</p>	<p>An intervention is identified and delivered through White Rose – CPA tiered model approach. Identified pupils use apparatus wot work more practically alongside live modelling. Focus on Reasoning & understanding key concepts & their application. (£ within TAs additional hours)</p>	<p>Maths Average – 102 (Average for the other cohorts was 111.5) Class average is just above National. Year Year 5 Maths - 34.5% of the class are below ARE. Geometry and statistics are significantly below National.</p>	<p>KL JM</p>	<p>Dec 2020</p>

		Four rules of number is secure. Rapid progress is made by identified children to close the gap with age related or make better than expected progress to secure ARE or better.		
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (15minutes 4x weekly). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Year 5 will identify children that require additional intervention for reading and pre or post tutoring. Part-time TA per club will be running the club before school. Daily reading group before school 08.55-09.10 Mon-Thurs; Close gaps, commit key skills & knowledge to long term memory in English (writing) and maths. Reading skills using Think Aloud. Read Aloud approach will be used.</i> (£88.90)	Children will demonstrate a love of reading. Improved fluency & comprehension ensures pupils make better than expected progress – reflected in the PIRA assessment results (end of autumn and spring terms)	KL JM	Dec 2020 and Mar 21
Total budgeted cost				£1765.20

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff 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.	<i>Wider range of home learning platforms including school's class blog sites (WordPress), Schoolzine parental engagement app as well as Microsoft Teams for live virtual lessons. (Packs of pupil' home learning work printed on request) 3 laptops and 3 routers sourced from DFE for disadvantaged pupils. Computer speakers purchased to allow for blended and remote learning in all classrooms.</i> (£293)		SLT	Ongoing – regularly reviewed

<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 through AR quizzes & star test and independent online activities.</p> <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><i>Purchase 15 I-Pads: RWInc spelling activities (reading/writing), IDL (SEND), Clicker 7 (for writing/drafting), TT Rock Stars (maths);</i></p> <p><i>3 laptops purchased - this will enable the existing stock of laptops to be allocated to teaching assistants delivering catch-up & teachers who need to deliver remote/blended learning.</i></p> <p><i>I-Pads can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p> <p><i>£4319.25 (inc cases)</i></p>	<p>Children make expected or better progress through intervention and online digital learning programmes.</p>	<p>Feb 21</p>
<p><u>Summer Support</u></p> <p>To follow if required</p>			
Total budgeted cost			£ 4612.25
		Cost paid through Covid Catch-Up	£8607.55
		Cost paid through school budget	£

Pupil Premium children 21% (out of 210 pupils), National Average 25%
Number of eligible pupils: 45

Catch-Up Premium total per year: £16, 880

Aims of Catch-Up Premium Spending for Woodthorpe J and I School:

- To provide additional support for pupils through small intervention groups with a qualified member of staff
- To support the implementation of English and Maths across the curriculum
- To support and promote pupils learning at home –specifically reading
- To offer CPD training for key teachers. Focused on high-quality teaching in reading, writing and maths
- To maximise the impact of teaching and learning assistants
- To ensure Parental engagement is strengthened (eg through VLE and blended learning)
- To embed Accelerated Reading programme in school to raise standards in reading across Key Stage 2
- To develop use of ‘Commando Joe’ programme to assess, plan and teach opportunities to develop children’s character
- To build self-confidence, resilience and necessary learning behaviours

Barriers to future attainment

Some of the barriers faced by children are as follows:

- Mental Health, emotional well-being
- Loss of friendships and social isolation during lock down
- Lack of participation in extra- curricular activities/events
- Opportunity to access learning from home
- Social and emotional difficulties due to complex family situations (eg bereavement and loss)
- Attendance and punctuality difficulties
- EAL/SEND
- Individual learning needs
- Lack of experiences and activities (cultural capital)
- Lack of confidence and self-belief
- Lost learning due to COVID-19

Our key objectives are based on the impact and analysis of last academic year's data and ongoing assessment for learning information including baseline assessment data (September 2020) and termly thereafter.

Therefore, the funding will be used to close the gap in attainment and achievement for pupils under achieving and not on track to age related expectations. We will ensure that:

- A high profile is given to the children's interventions
- All staff are accountable for the progress of catch-Up Premium children
- High quality teaching for all
- Individual learning needs are met
- Staff are deployed effectively
- Interventions, actions and their impact are reviewed regularly
- Impact is reported to SLT and governors