

# COVID-19 Catch-Up Premium Plan

## Whitchurch Primary School

Summary information					
<b>School</b>	Whitchurch Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£17040	<b>Number of pupils</b>	213

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of a 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. The funding is being paid over three terms – Autumn 20, Spring 2021 and Summer 2021.

### Guidance on the 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. 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

**Identified impact of lockdown**

**Context**

On the return to school in September, some children had been out of formal schooling for 5 months. Engagement with remote learning from March-July 2020 was varied and we noticed a particular impact on children's well-being. In the Autumn term we reviewed curriculum and reviewed and assessed within class groups to identify the emerging gaps and gains. Emotional well-being and metacognitive skills were prioritized. During school closure January – March 2021, engagement in remote learning vastly increased. Once again it was evident that metacognitive skills needed promoting. Vulnerable children under PP are of particular focus.

<p><b>Academic Barriers</b></p>	<p>Gaps in subject knowledge, mainly in maths and phonics/reading. Reduced opportunities for talk around learning.            Content and concepts have been missed (Summer Term and Spring Term planned curriculum)            Metacognitive skills need revisiting.            Writing stamina was reduced due to lack of practice and increased screen based activities.            Less reading of challenging texts matched to ability and/or phonics.</p>
<p><b>Remote Learning</b></p>	<p>Families have reported the difficulties in supporting younger children when families are continuing to work from home. Also difficulties in accessing enough hardware in larger families.</p>
<p><b>Other Barriers</b></p>	<p><b>Communication and language</b> – In EYFS, 7 children entered school with SLCN needs that were identified in the Autumn term. 2 children are under SALT team and 1 C&amp;I team.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**Teaching and Whole School Strategies**

Intended Outcome	Action	Staff lead/time frame	Cost	Expected Impact
<p><u>Support Quality First Teaching</u></p> <p>Provide a clear curriculum path for each subject to ensure key learning.</p>	<p>Time for subject leaders to research and plan non-core subjects.</p>	<p>Subject leaders</p>	<p>12 x morning release for subject leaders £1800</p>	<p>Quality of planning, teaching and learning maintained with a focus on key learning to prepare for next stage.</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers demonstrate a thorough understanding of the current learning needs of children and the actions they will take to promote accelerated progress</p>	<p>Class Progress Meetings – will focus on those children who need to progress to EXPECTED standard, those who are not achieving standards previously attained and PP children.</p>	<p>Subject leaders</p>	<p>2 days supply cover £360</p>	<p>Children's progress and attainment are maintained.</p>

Targeted approaches				
Intended Outcome	Action	Staff lead/time	Cost	Expected Impact
<u>Speech and Language</u> Identified children have improved speech, language and communication:	Identified children in EYFS/ Year 1 and Year 2 1:1 or small group work focusing on speech sounds or language.	Senco	£500	Improvement in Speech link or language link score. Feedback from SALT. Improved access to learning.
<u>One-to-one and small group tuition</u> Children are assessed and have their needs met. Maths Phonics 1:1 reading	Subject leaders to guide tutors to deliver necessary support	Subject leaders	£4415	Improved progress and attainment in these areas.
<u>Tutoring programme</u> Children are individually assessed and have their learning needs met.  Ruth Miskin reading Maths Phonics	Subject leads to guide tutors to deliver necessary curriculum support.	Subject leader	£8000	Improved progress and attainment in these areas.

<b>Wider Strategies</b>				
<b>Intended Outcome</b>	<b>Action</b>	<b>Staff lead/time frame</b>	<b>Cost</b>	<b>Expected Impact</b>
<u>Supporting parents and carers</u> Families are able to access remote learning and barriers to engagement and well-being are removed.	Purchase laptops for parents and provide food vouchers for those parents struggling but not entitled to FSM	SMT	£1,000 Sept 20	Families feel well supported to engage with remote learning and children's well-being is maintained.

	<b>Cost paid through Covid Catch-Up</b>	17040
	<b>Cost paid through HSA donations</b>	0
	<b>Cost paid through school budget</b>	0
	<b>TOTAL</b>	<b>17040</b>