



Catch-Up Premium Plan

Weaverham Forest Primary School and Nursery

Summary information

School	Weaverham Forest Primary School and Nursery				
Academic Year	2020-21	Total Catch-Up Premium	£16000	Number of pupils	209

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 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.</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, 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.</p>
Reading	<p>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.</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>

Targeted area – EYFS

Issue	Action	Success Criteria	Cost	Review
To ensure that the children achieve the best possible outcomes at the end of reception and that those children whose transition into primary has been disrupted start school positively.	<p>Develop the EYFs provision to ensure it is covid secure and provides high quality learning opportunities.</p> <p>Further develop the EYFS outdoor area to ensure opportunities to learn (and use the area) are present.</p>	<p>Increased opportunities for outdoor learning.</p> <p>A purposeful EYFS environment is in place which supports high quality teaching and learning.</p>	£2500	<p>SK</p> <p>O</p> <p>M</p>

Targeted area – Reading

Issue	Action	Success Criteria	Cost	Review
The teaching of phonics and the acquisition of early reading skills has been impacted by school absence and lack of transition.	Further develop the resources available to support the delivery of phonics, including additional home resources.	<p>Phonic teaching in EYFS and year one will be quickly initiated, regularly assessed, supported by high quality resources. It will be delivered at a high quality in all year groups.</p> <p>Regular, ongoing assessments will identify those children in need of additional support early and steps will be taken to ensure that this support is put in place.</p>	£1500	LM/MR will ensure that resources are purchased and organised appropriately (Oct 2020)
Individual, group and class reading opportunities have been missed. Confidence and competence of the readers will be lower.	<p>Ensure Class reading texts are purchased and in place.</p> <p>Whole class reading methodology shared, agreed and implemented.</p>	<p>All classes have regular, timetabled reading sessions in place.</p> <p>All resources are present and available in school to support the delivery of whole class reading.</p>	<p>Pathways to Read and class texts</p> <p>£2376</p>	<p>LM/MR as reading lead to ensure materials are disseminated.</p> <p>NH to monitor during Oct / Nov 2020</p>

COVID-19 RA makes the sending home of reading books more problematic – meaning access at home is difficult.	Purchase Reading Plus to support children’s ability to access reading material at home.	Reading Plus is in place. All children have their log on information. Children regularly access Reading Plus for their reading material.	£3000	DE to monitor during Oct / Nov 2020
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Targeted area – Writing

Issue	Action	Success Criteria	Cost	Review
Evidence suggests that the children fell behind most in writing, especially in relation to writing for a sustained period of time.	<p>Purchase specific ‘catch up’ units of work, and associated materials, to support the teaching of key concepts missed during lockdown.</p> <p>Utilise support staff to allow teachers to provide 1:1 or small group work sessions in the afternoon.</p> <p>Plan engaging activities to increase the profile of written work across the school.</p>	<p>The quality of written work across the school is high – more pupils achieving age expected or above levels.</p> <p>Where relevant and beneficial, writing opportunities are developed across the curriculum.</p> <p>Pupils are confident in their writing.</p> <p>Children can demonstrate, over time, that they are able to write for increasing time periods – sustain their writing.</p> <p>High quality displays raise the profile of writing across all classrooms.</p>	£2500	<p>LM/MR to ensure that the catch units are disseminated to all staff.</p> <p>Monitoring during the autumn term – OCT and DEC ensures quality of delivery.</p>

**Targeted area – Home Learning /
Maths**

Issue	Action	Success Criteria	Cost	Review
The development of key number skills and times table knowledge may have been impacted by the lockdown.	<p>Ensure that Times table Rockstars is utilised in all year groups – children have their log on details and are accessing the software.</p> <p>Teachers to use White Rose materials to make ongoing assessments – identify those children requiring additional support</p> <p>Focus teaching on key objectives. High focus on number and the development of timetables.</p> <p>Feedback is used utilised to ensure support and intervention is quickly identified and implemented.</p>	<p>Children’s timetable knowledge is secure and age appropriate</p> <p>All children access Timestable Rockstars</p> <p>Progression and a clear focus on key objectives is clear within maths workbooks</p>	£600	<p>DE to review maths workbooks during oct and dec 2020.</p> <p>DE to review engagement in TT rockstars</p>

Targeted area – Teacher Assessment and Feedback

Issue	Action	Success Criteria	Cost	Review
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.	Purchase and implement the NFER National Test-style Standardised Assessments. Complete termly tests and record assessments and analysis to identify gaps an on Insight to track performance.	<p>Children’s gaps identified</p> <p>ARE established</p> <p>Teaching reflects gaps identified</p>	£1500	DE to review workbooks regularly.

Wider Strategies – Mental Health/Well being

Issue	Action	Success Criteria	Cost	Review
There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils have not been in school since March 2020 and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Bereavement and anxieties about catching the virus, is an on-going worry and supporting families in since we returned to school fully remains a focus.	Purchase and implement the Myhappymind program.	children will build resilience, self-esteem, confidence and to help them thrive	£2250	DE to observe lessons regularly.

Targeted area – Digital Devices – if funding allows

Issue	Action	Success Criteria	Cost	Review
Due to the schools plans for partial or full lockdowns all staff – including Ta's may need access to technology.	<p>Purchase additional laptops to ensure support staff are able to support children should a bubble close.</p> <p>Consider which staff (and associated children) would benefit most from having access to technology. i.e. which children would be vulnerable at home and require additional TA support virtually.</p>	All children are provided with support should a bubble have to isolate or the school have to close due to a partial or full lockdown.	£5000	DE to review the need for madditional technology and allocate accordingly.

Financial

COVID Catch-up Funding	£16,000
Total School Spend	£18726
	-£2,726

