



# Catch-Up Premium Plan

## Whale Hill Primary School

Summary information					
<b>School</b>	Whale Hill Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£36,980	<b>Number of pupils</b>	462

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<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>
<b>Writing</b>	<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>
<b>Reading</b>	<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>
<b>Non-core</b>	<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>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>Teacher summative assessments – medium term planning for Mathematics and English highlight to identify gaps in learning. English and maths subject leaders created catch-up curriculum plans for 2020-21.</p> <p style="text-align: right;"><b>£0</b></p>		SLT	July 2021
<p><u>Seesaw – home learning platform</u></p> <p>Upgrade the subscription to Seesaw + This will allow teachers to provide high quality feedback to pupils on the learning platform.</p>	<p>The upgrade will provide an option to upload more activities and the ability to send and receive feedback much easier.</p> <p style="text-align: right;"><b>£700</b></p>		JF/SLT	Half termly
<p><u>IPads – Purchase a class set</u></p> <p>Children can access Reading Plus and Nessy reading programmes to improve reading fluency and comprehension.</p>	<p>More children can access reading and maths intervention on apps within school. 25 IPADS</p> <p style="text-align: right;"><b>£7500</b></p>		Teachers	Half termly
<p><u>SENDCO advice and guidance</u></p> <p>SENDCO to work alongside teams to identify and recommend appropriate strategies for catch up.</p>	<p>Part time SENDCO to increase time in school 1 extra day per week x 28 weeks</p> <p style="text-align: right;"><b>£6000</b></p>		SENDCO/Team leaders/teachers	
			<b>Total budgeted cost</b>	<b>£14,200</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group targeted intervention - Reading</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>Phonics intervention</p> <p><u>Small group targeted intervention - Maths</u></p> <p>Bespoke mathematics tuition, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Employment of an extra teacher 0.4 to cover in Key Stage 2 every afternoon.</p> <p style="text-align: right;">£5658</p> <p>Increased hours of a part time teacher to cover 0.1 (2 afternoons) in Year 1 and Year 2.</p> <p style="text-align: right;">£2714</p>		Team Leaders	July 2021 (review each half term)
<p><u>Extra teacher for Y6 am only</u></p> <p>0.5 teacher to be employed to create a fourth teaching group every morning.</p>	<p>Reduce Y6 class sizes for Maths and English.</p> <p style="text-align: right;">£18,480</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club for phonics. 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.</p>	<p>Phonics leader and Y2 team leader to plan and deliver the sessions.</p> <p>10 weeks x 2 staff</p> <p style="text-align: right;">£500</p>		Phonics leader and Y2 leader	Half termly
<p><u>Mental Health and Well-being support</u></p> <p>Increased number of children being referred for ELSA support. Release of the ELSA TA every afternoon to support more children across school.</p> <p>3 more staff to be ELSA trained.</p>	<p>0.5 TA employed to cover for the ELSA TA to be released from class.</p> <p>Until end of July</p> <p style="text-align: right;">£4792</p> <p style="text-align: right;">£1575</p>			

