



Catch-Up Premium Plan 2020 - 2021

Long Wittenham C of E (C) Primary School

Summary information

School	Long Wittenham C of E (C) Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£6,560	Number of pupils	82

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

<p>Overall Impact of Lockdown</p>	<p>Pupils worked very hard during lockdown and remote learning went well. On our return to school, we were fortunate to see little drop in maths and reading, however, the drop in writing meant that our combined scores were very poor. Following on from the vast amount of work carried out to improve reading, writing and maths progress scores, the use of text drivers in writing and White Rose maths have continued. Shorter text drivers which provide opportunities to write more and cover more genres has worked well in KS1 but stamina has impacted the progress in writing in years 3 and 4.</p> <p><u>Update 11.1.21:</u> Home learning from March to September demonstrated that our pupils are resilient and ambitious, often completing very challenging projects with their parents. Some planted and cared for allotments while some focused on ambitious science projects. Lockdown 2 in October was a struggle for most parents and we have experienced a dip in motivation and emotional wellbeing in some pupils. This was being addressed in November and December. The 3rd lockdown is even more challenging and those who struggled emotionally last time and in school as vulnerable learners.</p>
<p>Maths</p>	<p>A continuation of the White Rose maths scheme has been in place throughout the first and current lockdown. This has proved to be very successful and both pupils and parents have benefited from the continuity of approach. 1:1 lessons have taken place via Teams to enable SEND to keep up with their learning. These sessions are continuing and using the interventions we have previously used in school to support vulnerable learners but on a more 1:1 direct approach rather than small groups. The purchase of an additional app for use in school and at home will be a good addition to our remote learning offer.</p>
<p>Writing</p>	<p>Since returning to school in September 2020, we have seen a significant rise in writing progress in years 1, 5 and 6. Years 3 and 4 are key areas of concern where stamina has been an issue. Basic skills have been revised and pupils have struggled to return to the high expectations they were working to pre-lockdown. Teachers have shared targets with pupils and their parents so that all parties are aware of what needs to be worked on in order to consolidate learning in school as well as cover new and emerging themes in writing.</p>
<p>Reading</p>	<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. The bottom 20% of readers have been disproportionately affected by this hence our investment in Reading Eggs to support all learners from home. Those pupils in school are read with daily and the mechanics of reading remains a focus as well as fluency, inference and deduction.</p>
<p>Non-core</p>	<p>Medium term plans have been followed, although the depth of knowledge is not as significant as we would have covered in school full time. However, pupils have continued to be engaged in their project learning and have read widely around subjects and shared their knowledge. Projects have been successful and pupils have been able to articulate their learning really well.</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>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;"><i>Covered in-house</i></p> <p><i>Purchase additional manipulatives where necessary.</i></p> <p style="text-align: right;"><i>(£200)</i></p> <p><i>Increase hours for TA to support group effectively every afternoon. Support through high quality interventions aimed at closing the gaps with SEND groups.</i></p> <p style="text-align: right;"><i>(£1800)</i></p>		<p>VR</p> <p>LM</p> <p>NF/AB</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Apr 21</p>
<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><i>Continue to use NFER and PIRA/PUMA assessment methods. Teachers to be allowed non-contact time to assess and plan from starting points</i></p> <p style="text-align: right;"><i>Covered in-house</i></p>		AB	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Quarry Bank have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A video of the school to be made so that we can market our school widely and therefore attract a bigger cohort for 2021 -2021</i></p> <p style="text-align: right;"><i>(£1750)</i></p>		NF	Ongoing
Total budgeted cost for Teaching and Whole School Strategies				£3750

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>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><i>Reading Eggs to be purchased to support reading at home for 24 months to take into account the need for consistent catch up</i></p> <p>(£960)</p> <p><i>Literacy Shed license to be purchased to enable teachers to plan rich and engaging lessons aimed at specific skills</i></p> <p>(£78)</p>		<p>PP</p> <p>AB</p>	<p>Dec 20</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate reading intervention supports those identified children in reinforcing their inference and deduction skills as well as the mechanics of reading.</p>	<p><i>Dyslexia Gold to be purchased and used on all SEND pupils in school.</i></p> <p>(£400)</p>		JW	July 21
<p><u>Pastoral Support for Pupils</u></p> <p>Some pupils have struggled to return to school and the impact of lockdown has been felt significantly. Support must be put in place to enable their structured return to school and learning.</p>	<p><i>Through additional Home School Link Worker sessions, pupils feel well supported and will settle calmly into school life</i></p> <p>(£500)</p>		AG	Ongoing
			Total budgeted cost for Targeted Approaches	£1938

iii. Wider Strategies				
Desired outcome	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>Daily home-learning paper packs are printed and ready to distribute to those children who struggle with technology. Stationery packs are to be purchased and sent home with paper packs.</p> <p style="text-align: right;">£500</p>		AB/NF	Feb 21
			NF	Feb 21
<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>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>Due to extremely generous donations of pre-owned laptops and cash donations for new equipment, IT technician needs to set up laptops so that all pupils can access MS Teams and complete their work</p> <p style="text-align: right;">(£3660) (£500)</p> <p>Purchase of 4 teacher laptops to enable them to work remotely and support remote learning.</p> <p style="text-align: right;">(£2000)</p>		AB	Feb 21
			AB	Feb 21
Total budgeted cost for Wider Strategies				£6860
Overall budgeted cost				£12348
Cost paid through Covid Catch-Up				£6560
Cost paid from our own charity account				£5288
Cost paid through school budget				£500