

Covid-19 Catch -Up Premium Plan

School: The Winns

Academic year:	2020/21	Total Catch-Up Premium:	£47,840	Number of pupils	598
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Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children. The Winns will receive £47,840 (598 x £80). Each school can decide how best to spend this money. We have used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students.

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.

Identified impact of school closure on pupils at The Winns

When the children returned to school in September, some children found it difficult to sustain concentration and found writing particularly challenging. Some were only able to write for short periods of time and some found the physical act of holding a pencil challenging – they tired quickly. Some children were more subdued and lacked confidence being back in a busy school environment.

Some children were less confident communicating in English and found it hard to speak in full sentences. This was a particular challenge for EAL children, who had been communicating almost solely in their home language since March.

Subsequent 'bubble closures' early in the term meant that Y1 and Reception children spent even longer at home at the start of term and this further delay to them returning further impacted on their progress in early reading and maths skills.

Some children tired easily and struggled to sustain concentration over the day. They became tired in the afternoon and were not as physically fit as they were before lockdown.

Some families were still very worried about being back in school and were reluctant to send their children back to school.

We carried out detailed assessments in reading and maths at the end of the first half term and identified that :

- Lockdown seemed to have the greatest impact on our youngest children in Y1, 2 and 3. In reading, the attainment gap had widened significantly between those children who had continued to read at home and had support from parents and those who didn't engage consistently in reading. Some children had fallen behind in their decoding skills and were not able to read fluently or confidently. They had forgotten set 2 and 3 sounds and were less confident blending sounds to read words.

- Although many children could recall how to carry out calculations and recall number facts, they were not confident across all areas of maths. Assessments showed that where units had been missed over the Summer term, children's progress had stalled. They were less confident using reasoning in maths and were particularly weak in areas like fractions, decimals, measurement and geometry.

Planned Expenditure			
Priority One	Ensure all children are attending school regularly. Where children are needing to self-isolate, ensure they continue learning at home.		
Actions		Cost	Success Criteria
Attendance officer to track attendance closely and work with families to ensure they return to school Communicate with families so they are clear about what school is doing to minimise risk Where children are vulnerable and need to stay at home, continue to support them with remote learning Train all teachers to use Google Classroom Purchase school app to improve communication with families		£3000	Attendance continues to improve over the year Children who are self-isolating continue to make progress and are able to access learning at home Parents feel confident sending children to school
Priority Two	Ensure all staff are confident teaching reading and are highly skilled at delivering small group and 1-1 interventions		
Actions		Cost	Success Criteria
Embed new early reading programme across EYFS and KS1 Use the reading online training portal to support teaching assistants to become more skilled at delivering small group lessons and interventions Train all staff to be able to deliver high quality reading lessons and interventions Ensure home reading is prioritised in KS1: purchase online digital platform for home reading and phonetically decodable texts Train Reading Leaders to enable them to lead on one to one reading tuition Run 1-1 and small group catch up interventions for key children Purchase class texts to increase engagement in reading		£10,000	Children make accelerated progress in reading – phonic screening for children in current Y1 are in line with national All adults in EYFS and KS1 are confident teaching early reading Children are using the digital online platform at home for reading Lowest attaining children are receiving high quality support in reading
Priority Three	Ensure identified children are receiving the right support and interventions are high quality and effective		
Actions		Cost	Success Criteria
Carry out in-depth assessments at the end of the half term – analyse data and identify children who need 'catch-up' support		£2000	Gap analysis is being used to target support Teachers are leading high quality interventions

Review staffing to ensure teacher is released to lead on interventions (two days each week) Review leadership timetables to ensure leaders are they are able to support with interventions Employ a teacher 2 days a week to lead on catch up interventions		£15,000	Gaps in learning are closing – Spring assessments show progress Senior leadership team is overseeing interventions and monitoring quality.
Priority Four	Ensure children have access to a range of digital platforms that ensure they can continue learning at home and at school		
Actions		Cost	Impact
Train teachers to use online platform – Google Classroom Purchase digital programmes to support children learning at home and in school Improve communication with families re remote learning		£4000	Teachers are using platforms to support children at home and school Families are engaging well in remote learning Feedback from parents about home learning is positive
Priority Five	Ensure all teachers are delivering quality first teaching – newly qualified teachers continue to receive support		
Actions		Cost	Impact
Support recently qualified teachers (RQTs - 2) to develop their teaching by : Releasing them to observe other teachers and improve own practice Leaders to work with them – team teaching and modelling lessons		£3000	Quality of teaching for RQTs is consistently good Recently qualified teachers feel supported
Priority Six	To improve fitness levels in school and increase participation in sport at lunchtime		
Actions		Cost	Impact
Engage a sports coach to work during lunchtimes to increase opportunities for active play Ensure children who struggle to be active are encouraged to join in physical games		£11,000	Children are participating in sport outside at lunchtime Children are enjoying lunchtimes and are able to play competitive games in a safe and enjoyable way.