



# Catch-Up Premium Plan

## Wharton CE Primary School

### Summary information

<b>School</b>	Wharton CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£28,070	<b>Number of pupils</b>	350

### 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 is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's 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

- ¾ Supporting great teaching
- ¾ Pupil assessment and feedback
- ¾ Transition support

Targeted approaches

- ¾ One to one and small group tuition
- ¾ Intervention programmes
- ¾ Extended school time

Wider strategies

- ¾ Supporting parent and carers
- ¾ Access to technology
- ¾ Summer support

## 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'. Fluency grids and gap analysis has been carried out by teachers and subject lead has been informed.</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.</p>
<b>Writing</b>	<p>Specific content has been missed, including opportunities to write at length and for a variety of purposes. Children have lost essential practicing of writing skills. SPAG 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 are having to work harder on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Pathways to write catch up units were purchased and used in the first three weeks back in September and the pathways to progress catch up scheme has been purchased and training provided ready for delivery in the Spring term 2021, this will run alongside the pathways to write scheme already in place.</p>
<b>Reading</b>	<p>Children have had some limited access to reading during lockdown, and 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 identified. Pathways to read has been purchased and significant reading resources including guided reading books and programme of study and phonically decodable books and resources to jump start progress and ensure progression.</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. Missed learning of key skills and knowledge have been identified and curriculum leaders have had the time to oversee this and determine where the best place would be to back fill lost learning at an appropriate time either this year or over the key stage as appropriate to the topic/subject area. At an appropriate time visits or visitors to school will resume.</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 subjects 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 consolidation of concepts through the use of models and images.</p> <p>Quality texts and books are in place to support and enhance the teaching of reading and writing with the additional purchase of pathways to progress and the catch up units for writing used in September 2020 in all year groups.</p> <p>An additional TA has been funded to support year 1 with EYFS provision in the Autumn term. This support is also being used to provide booster to phonics teaching and learning in year 1 and year 3. Additional support is also given in the afternoon to Year 3 from this TA to lessen the impact on a vulnerable year group.</p> <p>Additional play equipment to support bubble structures to meet COVID safety guidelines, and to support play and social /emotional interactions that have suffered due to lockdown.</p>	<p><b><i>Staff meeting time already given for teachers to research and plan all subjects including non- core subjects. Release time and additional cover will be required to facilitate updating action plans monitoring progress and ensuring coverage of curriculum entitlement.</i></b></p> <p><b><i>Cost of Guided reading scheme. £1230.60</i></b>  <b><i>Pathways to progress £1200</i></b>  <b><i>Pathways to read £1461.28</i></b>  <b><i>Catch up Pathways to write units £100</i></b>  <b><i>Additional reading books paid for by the Literacy Hub – Childer Thornton £2636.95</i></b>  <b><i>Additional phonics decodable books</i></b>  <b><i>Tbc approx. £1000</i></b></p> <p><b><i>September to March £10,053</i></b>  <b><i>March to April £8055</i></b></p> <p><b><i>Additional play equipment funded by the Darnhall Trust £649.65</i></b></p> <p><b><i>Shed to house EYFS provision equipment for year 1 £890 in part from donation from Darnhall trust £559.17 and in</i></b></p>		<p>All staff</p> <p>SH/AW/AT</p> <p>BK SENDco</p>	<p>Feb 21</p> <p>Dec 21</p> <p>Sep 20 and Jan 21</p> <p>Easter 2021</p>

	<i>part from Tenants maintenance budget £300.83</i>			
<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. Fluency grids Early Adopters for EYFS NFER Baseline NELI project Purchase of NFER assessments pending</p>	<p><i>All staff assess curriculum overviews and highlight where catch up learning needs to take place – completed termly.</i></p> <p><i>Purchase and implement the NFER Test- style Standardised Assessments suite. Complete termly tests and record assessments to identify gaps on Target Tracker to track performance.</i></p> <p><i>Consider purchase of INSIGHT as an alternative to tracker</i></p>		<p>SLT/AW/SH /SP</p> <p>SLT</p>	<p>July 21</p> <p>April 2021</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Wharton CE have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Wharton CE was shared with all new-starters.</i></p>		<p>AT</p>	<p>Ongoing</p>

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 who would benefit from targeted bespoke maths intervention and support through the use of third space learning. 10 identified children over 3 lots of 10 week sessions</p> <p>Children will be more proficient readers and 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 reading/phonics attainment will rise.</p>	<p><b><i>Third space learning in year 6 for 30 children over Autumn and spring term. £552.10 for term 1 Term 2 and Term 3 tbc but budget of additional £2000</i></b></p> <p><b><i>Dedicated staff meeting time and training to support the delivery of the Pathways to read scheme.</i></b></p> <p><b><i>Additional books and phonics resource purchased for KS 1 and KS 2</i></b></p> <p><b><i>Phonics resources £3011.13 with 50:50 match funding</i></b></p> <p><b><i>Cost to school £1505.56</i></b></p>	<p>Children closer to ARE and gaps closing, missed learning addressed</p> <p>Attainment in reading and phonics is higher and the gap is closing. Missed learning eradicated and reading for pleasure is evident.</p>	<p>SP with SH/JG</p> <p>SH/AW</p>	<p>Easter 21</p> <p>Summer 2021</p>
<p><u>Intervention programmes</u></p> <p>Appropriate numeracy and literacy interventions support those identified children in reinforcing their understanding of basic maths skills and application of number, reading and writing skill and application of spellings and phonics.</p>	<p><b><i>An intervention is identified and delivered. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b> Catch-Up Maths, Bug Club, Purple Mash, Nessy, 123 Maths, Word Wasp and Hornet. NELI as a 20 week programme for EYFS.</p> <p>There may be a cost to purchase Hairy/phonics</p> <p><b><i>Nessy and Reading and Spelling £637.50</i></b></p>	<p>NELI children identified in January and then follow a 20 week programme. <b><i>Paid for by the DFE</i></b></p>	<p>AT/BK and staff</p>	<p>July 21</p>

<p><u>Catch up club/Boosters</u> Identified children are able to access a weekly catch-up club (1.hrs per night). 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><i>Tbc if required summer term.</i></p>		<p>Y6 team</p>	<p>Summer term</p>
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iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<u>Supporting parents and carers</u>  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.  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.	<i>Online learning resources will be used such as Bug Club to support children reading at home. Likewise, Spellings will continue to go home with the purchase of Hornet and Word Wasp where appropriate for individual children.</i>  <i>Home-learning paper packs are printed and ready to distribute for those children who require bespoke home learning.</i>		Class teachers	Feb 21	
			Class teachers	Feb 21	
<u>Access to technology</u>  50 Vodafone SIM cards available with data if required by families with an appropriate device for use.  Allocation for Wharton CE laptops to accessed to support vulnerable disadvantaged pupils as necessary and appropriate.  Some Teachers require new laptops that are suitably equipped and of an appropriate specification to plan and deliver remote learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Laptops used to deliver third space learning They can also be lent to parents to support home-learning if needed.</i>		MB	Feb 21	
			ICT support /NK/BK	Autumn 2020	
<b>Total budgeted cost</b>				<b>£33,447.20</b>	
				<b>Cost paid through Covid Catch-Up</b>	<b>£27,795.04</b>
				<b>Cost paid through charitable donations</b>	<b>£5351.33</b>
				<b>Cost paid through school budget</b>	<b>£300.83</b>

