



# WOODLANDS PRIMARY SCHOOL CORONAVIRUS (COVID-19) CATCH UP PREMIUM PLAN



## Summary information

<b>School</b>	WOODLANDS PRIMARY SCHOOL				
<b>Academic Year</b>	2020-21	<b>Approx. Coronavirus (Covid-19) Catch-Up Premium</b>	£35,744: (Autumn: £9450, Spring £13,147, Summer £13,147)	<b>Number of pupils</b>	532 (inc Nursery)

## 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

## 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

should use this document to help them direct their additional funding in the most effective way.

Wider strategies

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

### Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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 baseline assessments and will be addressed in QFT / intervention sessions
<b>Writing</b>	Children 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 will have to work on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Some children are less fluent in their reading and the gap between those children that read widely and those children who don't has increased. The bottom 20% of readers have been identified following baseline assessments.
<b>Non-core</b>	There are now gaps in children's 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.

**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 good 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 subjects such as Maths and this supports embedding of key skills and knowledge</p>	<p><b><i>Purchase any additional resources to support foundation subject teaching.</i></b></p>		<p>VC</p> <p>VC</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers to 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><b><i>Additional .5 teacher employed to support in Y6 and additional 1.0 teacher to support initially in Y1/2Y3/Y4/Y5</i></b></p>		<p>VC</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Woodlands Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>An interactive video tour of Woodlands Primary School is shared with all new-starters.</i></b></p>		<p>VC/SL/SM</p>	<p>Ongoing</p>
			<p><b>Total budgeted cost</b></p>	<p><b>£0</b></p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children in all year groups will have significantly increased rates of phonic acquisition, reading fluency, writing stamina and increased mathematical recall knowledge. 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.	<b><i>An additional full time teacher and a part time teacher is employed until March to deliver 1-t0-1 interventions and small group work covering RWI phonics in KS1, &amp; Maths &amp; English in Y6,Y5,Y4,Y3. (1 full time teacher approx. £18,030 until March 2021 .5 teacher approx. £9,000 until March 2021)</i></b>		VC/SL/SM	Feb 21
<u>Intervention programme</u> An appropriate literacy intervention, Pathways to Progress will support those identified children in reinforcing their understanding of basic writing skills and application across the curriculum	<b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b> <b><i>(£1200)</i></b>		SL	July 21
<u>Phonics support for EYFS &amp; KS1</u> RWI online phonics resource sourced for children & staff to access both in school and at home should we need to move a bubble to remote learning	<b><i>RWI online resource purchased:</i></b> <b><i>(£1520)</i></b>			
<b>Total approx. budgeted cost</b>				<b>£29,750</b>

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.	<b><i>Additional online learning resources will be sourced eg Read Theory to work alongside TTRS &amp; Spelling Shed, to support children at home.</i></b>		LD	Feb 21

<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><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p>		SM/LH	Feb 21
<p><u>Summer Support</u></p> <p>Identified children will have significantly increased rates of phonic acquisition, reading fluency, writing stamina and increased mathematical recall knowledge. 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>To continue to employ 1 full time teacher and 1 part time teacher until end of Summer term the proposed costings are:</i></p> <p><i>(1 full time teacher approx. £11,380 until July 2021 .5 teacher approx. £4,200 until July 2021)</i></p>			
<b>Total budgeted cost</b>				<b>£15,580</b>
		<b>Total approx. budgeted cost</b>		<b>£45,330</b>
		<b>Cost paid through Covid Catch up Fund</b>		<b>£35,744</b>
		<b>Cost paid through charitable donations</b>		<b>£0</b>
		<b>Additional costs paid through school budget</b>		<b>£9,586</b>
		<b>Shortfall of Covid catch up fund</b>		<b>-£9,586</b>