



# Catch-Up Premium Plan

## Weston Turville CE School

Summary information					
<b>School</b>	Weston Turville CE School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,000	<b>Number of pupils</b>	205

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 but 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, but they have lost essential practising of writing skills. Specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, but 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. The bottom 20% of readers have been disproportionately affected.</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>

<b>i. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition in reading/phonics</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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>60% of children in Year 2 will meet the phonics standard by the end of the Autumn Term, with the majority reaching it by the end of the academic year.</p>	<p><b><i>A teacher to assess all Year 2 pupils (Year 3 pupils who were due to re-sit the test in the summer) against a previous Year 1 phonics check and identify areas where children need to catch up.</i></b></p> <p><b><i>(£1,000)</i></b></p>		SW until maternity leave	July 21
	<p><b><i>A member of staff to deliver phonics catch-up programmes, individually and in groups, based on identified needs.</i></b></p> <p><b><i>(£5,000)</i></b></p>		JS	July 21
<p><u>Intervention programme for reading, writing and maths</u></p> <p>A variety of small group and individual tuition supports those identified children in reinforcing their understanding of basic maths skills, application of number, reading comprehension and writing skills so that they reach their pre-Covid potential by the end of the academic year.</p>	<p><b><i>All pupils sit their (previous) end of year tests early in September so that gaps can be identified in reading, writing and maths.</i></b></p> <p><b><i>A member of staff to deliver individual and group catch-up sessions throughout the year based on the identified gaps in skills, knowledge &amp; understanding in reading comprehension, writing and number.</i></b></p> <p><b><i>(£10,000)</i></b></p>		JS	July 21
			<b>Total budgeted cost</b>	<b>£16,000</b>