



## Catch-Up Premium Plan Weston Rhyn Primary School

Summary information					
<b>School</b>	Weston Rhyn Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£12,480 <i>(of which £3,120 in Autumn term)</i>	<b>Number of pupils (R to Y6):</b>	156 <i>(x £80 per pupil)</i>

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 Y6 (Y11 in high schools).</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>The EEF advises the following approaches:</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>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>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. Typically, our children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments, both formal and informal.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Handwriting has also suffered with the increase of electronic work when working remotely. Those pupils who have maintained writing throughout lockdown are less affected, however others, who evidently didn't write much are having to work very hard on writing stamina and improving their motivation - due to the lack of fluency in their ability to write more than a few sentences.</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 and so reading is once again a priority area to encourage across school.</p>
<b>Non-core subjects</b>	<p>There are now significant gaps in knowledge – whole units of work have not been able to be taught (or were not accessed by pupils) 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>Behaviour</b>	<p>Children being at home, sometimes with siblings in a confined space or on their own has resulted in many relationships being fraught. This coupled with fear of catching Covid-19 has resulted in breakdown in behaviour and attitude to learning</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>Staff have been asked to identify quality resources that can be used to support teaching across school, to address gaps and improve the quality of education.</p> <p>To support three areas of teaching:</p> <ul style="list-style-type: none"> <li>• Class teaching</li> <li>• Catch Up sessions</li> <li>• Remote learning</li> </ul>	<p><i>Identify/research resources to support QTL (September/October 2020), and purchase/implement in October/November 2020:</i></p> <ul style="list-style-type: none"> <li>• <b>SATS Bootcamp</b></li> <li>• <b>Maths Shed</b></li> <li>• <b>Spelling Shed</b></li> <li>• <b>Grammar (SPAG) Shed</b></li> <li>• <b>The Write Stuff unit plans</b></li> <li>• <b>Reading Eggs</b></li> </ul> <p style="text-align: right;"><b>£1234.36</b></p>		<p>DP</p> <p>TD</p>	<p>Termly</p> <p>Termly</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>Purchase and implement assessments that better match the learning that has taken place in lockdown and from September 2020 (ie updated PUMA papers)</i></p> <p><i>Complete termly tests, record assessments &amp; identify gaps to track performance/fill gaps.</i></p> <p style="text-align: right;"><b>£350</b></p>		<p>JTD</p>	<p>Termly</p>
<p><u>Transition support</u></p> <p>Support children who are joining WRPS from other schools/settings, as well as supporting every pupil returning to school following lockdown. To ensure their needs are met.</p>	<p><i>Whole school English focus ("Here we are") in September 2020, as well as focus whole school focus on PSHE/wellbeing.</i></p> <p><i>Resources: Copies of whole school text/additional resources, PSHE/wellbeing resources</i></p> <p style="text-align: right;"><b>£66.54</b></p>		<p>VH</p> <p>DP</p> <p>TD</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£ 1650.9</b>

<b>ii. 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>
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of phonic support. They will be able to better recognise their phonic sounds and keep in line with peers.	<i>Member of staff identified to deliver additional phonics sessions in EYFS</i>  <b>PG</b>		PG	Termly
<u>Intervention programme</u> Appropriate interventions will support those identified children in reinforcing their understanding of basic maths skills and application of number/ basic and reading comprehension	<i>Suitable intervention programmes identified and purchased. Staff trained in how to use them.</i>		TD	Termly
<u>Extended school time</u> Identified children are able to access booster sessions (50 mins per night). The attainment of those identified children improves. Parents are supportive of the boosters and understand the identification process.	<i>Staff to run booster groups</i> <i>The cost of a teacher and TA's per session (x3 a week) and snacks for the children is made available.</i>  Estimate £3000 per term? <b>2<sup>nd</sup> half Autumn Term cost £1109.77 plus on costs</b>		DP?TD	Termly
			<b>Total budgeted cost</b>	<b>£4500</b>

**iii. Wider Strategies**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Behaviour</u>  <u>Rotation of zones at break and lunch</u>  Staff to teach outdoors as much as possible allowing children to move around and work in different groups	<i>Children to have access to Zone bags of equipment</i>  <i>New equipment to be identified and purchased</i> £500  <i>We could match the £500 here and purchase some larger pieces for outdoors</i>		LE	Summer 21
<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>Purchase of Seesaw</i> <i>As Platform for home learning</i>           Yearly £440		TD	Feb 21           Feb 21
<u>Access to technology</u>  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.          Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Can we look at costs of chromebooks here? 5 for a class?</i>  <i>Purchasing USB (plug in) webcams for use in school (class/PPA rooms)</i> £200  <i>Purchase of plug towers to facilitate charging</i> £25		DP          All teaching staff	Feb 21          Feb 21
<b>Total budgeted cost</b>				<b>£ 665</b>
<b>Covid grant less spent</b> £12,480 -£6815.90= <b>£ 5664.10 left to spend</b> (already factored in cost for 2 half terms boosters at same level as last time)			<b>Cost paid through Covid Catch-Up</b> <b>£6815.90</b>	

	Cost paid through charitable donations	£500
	Cost paid through school budget	£0