



Catch-Up Premium Plan Wrockwardine Wood Junior School

Summary information					
School	Wrockwardine Wood Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£ 22,080	Number of pupils	274

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	EEF Recommendations
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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

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

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

Maths	<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’.</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 baseline assessments.</p>
Writing	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they 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 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>
Reading	<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 are now further behind due to lack of opportunity at home.</p>
Religious Education	<p>There are now 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 RE curriculum. Children have also missed out on collective worship and opportunities to pray and reflect.</p>
Non-core	<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>

Planned expenditure – This plan for spending was based on advice found in the Education Endowment Foundation’s coronavirus support guide for schools)

Additional staffing

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>The ratio of children to staff will be as small as possible. There will be Quality First teaching available for all children all of the time. Support staff will be well placed to support in class, in groups and with individuals. The children will receive a more individualised form of support as per their own identifies needs.</p>	<p><i>Three further teaching assistants will be employed for the morning sessions in Years 4 ,5 & 6. This will mean that children can be grouped as per their educational needs and gaps in knowledge more efficiently and target interventions more precisely.</i></p> <p><i>(£13,884)</i></p> <p><i>A 1:1 will be employed to work with a child in Year 3 in the afternoons. He has extremely complex needs and has a 1:1 each morning. We need him to build a relationship with another adult now to ensure he does not come to be too reliant on one person. This will also free up another member of staff for the afternoon sessions to support #Year three with specific interventions.</i></p> <p><i>(£2848)</i></p>		TC/AW	Feb 21

Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>An appropriate numeracy intervention, Numicon, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><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></p> <p><i>(£2000)</i></p>		AW/DK	Feb 21

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <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>Additional learning resources will be purchased, such as CGP books to support children reading at home.</i></p> <p>£1000</p>		TC and class teachers	Feb 21
			Total budgeted cost	£ 19,732
		Cost paid through Covid Catch-Up		£22,080