

# Catch-Up Premium Plan

## Willow Farm Primary School

Summary information					
<b>School</b>	Willow Farm Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16960	<b>Number of pupils</b>	212

**Guidance**

Children at Willow Farm 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 who will need most support to catch-up. The aggregate impact of lost time in education is substantial, and we will respond appropriately to the challenge to enable them to catch-up.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Foundation through to Year Six.

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
<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/quality first 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 and solutions following lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in children’s learning. Due to lockdown they are likely to be ‘behind’ through a lack of application and missed teaching. We have identified specific gaps in children’s understanding of maths. These include the recall of basic skills, unable to recall addition facts, times tables, forgotten once taught calculation strategies and lack the confidence to apply these strategies to problem solving situations. We have purchased Seesaw to support children with their online learning and to give specific teacher feedback to each child. Cohort gaps have been identified and will be targeted in whole class teaching sessions as well as individual children who need small group or 1:1 support to catch-up. There will be an additional focus on core subjects to address missed learning. Teachers will be working through well - sequenced, purposeful learning schemes. We have purchased curriculum resources and materials that support pupils to get “back on track”. These include the White Rose Hub workbooks to ensure seamless transition in the return to school and in case of bubble closures or isolation.
<b>Writing</b>	Although children produced writing during lockdown, some children have lost the essential practising of writing. This has led to children falling behind in basic punctuation and sentence structure, which has had an adverse effect on the fluency of their writing. Those who have maintained writing throughout lockdown are less affected. However, those who did not write as much need to work additionally hard on writing stamina. Cohort gaps have been identified and some aspects such as stamina addressed through whole class sessions. There will be an additional focus on core teaching in order to address missed learning. Individual children have been identified for small group or 1:1 intervention to help them catch-up where there are more specific gaps. We purchased Seesaw to support children with their online learning and to give specific teacher feedback to each child. Teachers are working through well sequenced, purposeful learning schemes. We have purchased CPG Grammar and Letter-Join handwriting online programme.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. The majority used the on-line library we invested in (Big Cat Collins E Books) and listened to their class teacher or teaching assistant reading books. 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 do not is now increasingly wider. The bottom 20% of readers and pupils moving across a key stage have been disproportionately affected and so we have identified those children for specific interventions to develop vocabulary, phonics, fluency, oracy and comprehension. Due to two lockdowns the children will have not socialised with their peers or extended families for several months. This will result in a decline in use of tier 2 words and oracy. Teachers are working through well - sequenced, purposeful learning schemes for Whole Class Reading and Phonics. We will also be accessing additional resources to support this, such as extra reading books and have purchased the Nesy programme. Use of additional TA time for targeted focussed interventions.
<b>Other curriculum areas</b>	Children have also missed curriculum experiences e.g., trips, visitors and powerful curriculum moments as well as sports competitions. They have missed some content of non-core subjects so may not make connections between their learning as expected. Assessing children’s prior knowledge in all subject areas before introducing the current topic will take place across the curriculum and will be ongoing. We feel that some children have found re-integration difficult and need 1:1 or very small group focus. Due to two lockdowns and a lack of socialising with peers and extended family, children’s social skills will have declined, including their ability to communicate and interact. Some children are receiving 1:1 emotional health and well-being support such as, ELSA and time spent on mental health, well- being and social skills development. All classes to use Take Five approach and deliver the Jigsaw PHSE scheme of work.

**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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Oracy and Communication Skills</u></p> <p>To develop a whole school approach and transform learning through talk and develop confidence, articulacy, and capacity to learn. Improve pupils' ability to articulate their difficulties, reduce misconceptions and increase progress. Children will gain an improved vocabulary, thus having a positive impact on their reading and writing skills.</p>	<p>Voice 21 Oracy School membership</p>			<p>July 2021</p>
<p><u>Maths</u></p> <p>Use of well - sequenced and purposeful schemes and first quality teaching to close the gaps in maths. Children to have the basic skills of recall, times tables and calculation strategies. An increased confidence in children's' ability to apply strategies to problem solving situations. Well - sequenced, purposeful learning schemes supporting learning and closing the gap.</p>	<p>White Rose Maths resources</p>			<p>July 20 21</p>
<p><u>Reading and Phonics</u></p> <p>To foster a love of reading real books. To invest in reading books to match phonics level. Whole school approach to teaching phonics – audit to be completed. Children to access Big Cats Collins E books at home and school. Use of additional TA time for targeted interventions.</p>	<p>Purchase reading books that are closely matched to children's current phonic knowledge Purchase books for KS2 to support their reading and love of books Purchase online reading scheme. Purchase Nessy online programme Whole class reading focus.</p>			<p>July 2021</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/interventions reading</u></p> <p>Identified children will have significantly increased rates of reading fluency and expression. They will be able to comprehend reading better because of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment should be diminished.</p> <p><u>1:1 and small group tuition/intervention in writing</u></p> <p>Identified children will develop stamina in independent writing, sentence structure and writing fluency</p>	<p>TAs used to provide additional intervention groups or 1:1 support using a range of programs and interventions – Reading and Phonics. Nessy reading and spelling programme</p> <table border="1" data-bbox="806 475 1615 1401"> <thead> <tr> <th colspan="4"><i>Costs of 1:1 and small group interventions and resources</i></th> </tr> <tr> <th></th> <th>Total Autumn</th> <th>Total Spring</th> <th>Total Summer</th> </tr> </thead> <tbody> <tr> <td>Two TAs Interventions</td> <td></td> <td>£339.50 (3 days)</td> <td>£1358 (12 days) £1276.90 (12 days)</td> </tr> <tr> <td>CGP Grammar</td> <td>£574.20</td> <td></td> <td></td> </tr> <tr> <td>White Rose Maths</td> <td>£380</td> <td></td> <td></td> </tr> <tr> <td>Seesaw</td> <td>£1255</td> <td></td> <td></td> </tr> <tr> <td>Nessy</td> <td>£160</td> <td></td> <td></td> </tr> <tr> <td>Harper Collins Big Cats</td> <td></td> <td>£999</td> <td></td> </tr> <tr> <td>Green and Tempest (Letter-Join)</td> <td></td> <td>£317</td> <td></td> </tr> <tr> <td>Reading Books KS2</td> <td></td> <td></td> <td>£3000</td> </tr> <tr> <td>Voice 21</td> <td></td> <td></td> <td>£2500</td> </tr> <tr> <td>Phonics resources and training</td> <td></td> <td></td> <td>£4800</td> </tr> <tr> <td>Term total</td> <td>£2,369.20</td> <td>£1,655.51</td> <td>£12,885</td> </tr> <tr> <td>Running total</td> <td colspan="3">£16,909.61</td> </tr> </tbody> </table>	<i>Costs of 1:1 and small group interventions and resources</i>					Total Autumn	Total Spring	Total Summer	Two TAs Interventions		£339.50 (3 days)	£1358 (12 days) £1276.90 (12 days)	CGP Grammar	£574.20			White Rose Maths	£380			Seesaw	£1255			Nessy	£160			Harper Collins Big Cats		£999		Green and Tempest (Letter-Join)		£317		Reading Books KS2			£3000	Voice 21			£2500	Phonics resources and training			£4800	Term total	£2,369.20	£1,655.51	£12,885	Running total	£16,909.61					July 2021
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