



# Catch-Up Premium Plan

## Welsh House Farm Primary School and Resource Base



Summary information					
<b>School</b>	Welsh House Farm Community School and Resource Base				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,960	<b>Number of pupils</b>	212

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education because 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
<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></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 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 assessments.</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. 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>
<b>Reading</b>	<p>Children had access to a range of reading materials during lockdown but many did not consistently read. 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 wide. The bottom 20% of readers have been disproportionately affected. Comprehension skills are an area for concern also.</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>
<p>Overall conclusion:</p> <ul style="list-style-type: none"><li>• Many pupils have not retained previously taught concepts and skills.</li><li>• Many pupils are unable to articulate responses verbally or express them in written form at age related expectations.</li><li>• Early Communication skills and Vocabulary improvements should be high priority.</li><li>• Many pupils/teachers require access to technology and training to ensure Blending learning is effective so children do not fall any further behind.</li></ul>	

**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>The foundation subject 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><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b><i>(£1000)</i></b></p>		Subject Leads	Feb 21
<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in core subjects/areas.</p>	<p><b><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></b></p> <p style="text-align: right;"><b><i>(£1000)</i></b></p>		BJ	Feb 21
<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><b><i>Purchase and implement the NFER National Test-style Standardised Assessments suite FOR Reading and Maths. Complete termly tests and record assessments. Identify gaps to inform learning and interventions.</i></b></p> <p style="text-align: right;"><b><i>(£500)</i></b></p>		BW/CJ	July 21
<b>Total budgeted cost</b>				<b>£2500</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>An appropriate programme to support the language and early literacy skills of reception pupils.</p>	<p>The <a href="#">Department for Education</a> is working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools. Online training and resources will be</p>		SZ	Feb 21

	<p>available at no cost for schools where additional targeted support for oral language would be particularly beneficial. The aim is to support the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff</p> <p style="text-align: right;"><b>£0</b></p> <p><b><i>Additional release time and training to support the delivery of the NELI programme.</i></b></p> <p style="text-align: right;"><b>(£750)</b></p> <p><b><i>Replacement of ineffective IWB with LCD screen to enable intervention in EYFS.</i></b></p> <p style="text-align: right;"><b>(£3,500)</b></p>		BJ	Feb 21
<p><u>Intervention programme</u></p> <p>An appropriate intervention, such as Turnabout and Precision Teaching, supports those identified children in reinforcing their understanding of basic memory skills and improve spelling/mathematics.</p>	<p><b><i>An intervention is identified and purchased already. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b></p> <p style="text-align: right;"><b>(£0)</b></p>		LH	July 21
<b>Total budgeted cost</b>				<b>£4250</b>

<b>iii. Wider Strategies</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>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><b><i>Additional online learning resources and subscriptions will be purchased. TTRockstars will be purchase; an agreed spelling programme will be purchased so that children can practise spellings at home.</i></b></p> <p style="text-align: right;"><b>£1000</b></p>		BW/CJ	Feb 21

