



# COVID Premium Catch up Plan

## Wellesbourne Primary and Nursery School



### Summary information

<b>School</b>	Wellesbourne Primary and Nursery School		
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	<b>Number of pupils</b>
			394

### 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

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 should use this document to help them direct their additional funding in the most effective way.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting quality first teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

## 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. Teacher assessment has identified that the majority have not maintained writing throughout lockdown, 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 wider. The bottom 20% of readers have been disproportionately disadvantaged. Additionally, phonic knowledge has suffered and children will need to relearn some phonic skills.</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>

**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 quality first 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p> <p>Children will need to return to earlier phases of phonics and be retaught these in later years. Resources to support this teaching will be required.</p> <p>Children need to develop fluency and comprehension in reading and the gap between those who have accessed reading more during lockdown, and those who have not, needs to be diminished.</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><b><i>(Support from the identified funded staff member)</i></b></p> <p><b><i>Purchase additional manipulatives and mathematics for EYFS/KS1 initially.</i></b></p> <p><b><i>(£1000)</i></b></p> <p><b><i>Purchase additional phonics resources for Y2 and Y3 initially.</i></b></p> <p><b><i>(£500)</i></b></p> <p><b><i>Additional home reading resources. Children will be encouraged to read two home readers in a week. Where appropriate, home readers are decodeable. More books will need to be purchased.</i></b></p> <p><b><i>(£3000)</i></b></p>			<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</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><b><i>Purchase and implement the NFER Reading and mathematics tests. Complete termly tests and record assessments. Complete question level analysis. Record on Target Tracker to track gaps for individuals or groups and plan accordingly.</i></b></p> <p><b><i>(£3500)</i></b></p>			<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are beginning their schooling with Wellesbourne have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of Reception and Nursery. Additional time is made to cover the teacher so that they can have a telephone conversation with their new starter so that the child is confident in joining Wellesbourne. Additional telephone consultation will follow later in the term.</i></b></p> <p><b><i>(Support from the identified funded staff member)</i></b></p>			<p>Ongoing</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency and proficiency. 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.	<b><i>Additional places for individuals, on Lexia, purchased. Individuals targeted for support and tracked by TA who is delivering Lexia.</i></b>  <b><i>(£2000)</i></b>			Feb 21
	<b><i>Additional release time provided by 2 experienced teachers who are members of the school staff. 1 staff member to support KS1 and EYFS, 1 staff member to support KS2. 1 full week on a rota basis to enable teachers to plan to work with individuals or groups or for cover teacher to take identified individuals or groups. By using our experienced teachers, we will have a consistency for the children, parents and staff.</i></b>  <b><i>(58,308 – percentage of salaries)</i></b>			Feb 21
	<b><i>Additional training provided to support the teaching of reading and phonics.</i></b>  <b><i>(£300)</i></b>			Feb 21
<u>Intervention programme</u>  An appropriate numeracy intervention training supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>Whiterose resources training materials used as required. Number Shed purchased and staff trained in the use of it. Times Table Rock Stars purchased and children encouraged to participate in school and at home. Used to support homework and isolating bubbles</i></b>  <b><i>(£1000)</i></b>			July 21
<b>Total budgeted cost</b>				<b>69,608</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<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.	<b><i>Additional online learning resources will be purchased, such as Seesaw to support children learning at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i></b>  <b>£1500</b>			Feb 21
	<b><i>5-day home-learning paper packs are printed and ready to distribute for all children.</i></b>  <b>£500</b>			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 have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b>Support with devices for families as and when needed.</b>  <b>Support and purchase of technology, for staff, as and when needed to maintain remote learning of a high quality.</b>  <b>£2000</b>			Feb 21
				Feb 21
<b>Total budgeted cost</b>				<b>£73,608</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£26,611</b>
			<b>Cost paid through school budget</b>	<b>£46,997</b>