

Catch-Up Premium Plan

The Welbeck Federation

Summary information					
School	The Welbeck Federation				
Academic Year	2020-21	Total Catch-Up Premium	16,500	Number of pupils	207

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 2021 to 2022 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 should use this document to help them direct their additional funding in the most effective way.

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
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	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'. 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.
Writing	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.
Reading	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 by the lockdown.
Non-core	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.

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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths</p>	<p><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></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives .</i></p> <p style="text-align: right;">(£1000)</p>	<p>Teaching and learning overviews are tighter and the progression of skills and knowledge are now in place. The staff understand what they are teaching, what came before and after and how their subject progresses.</p> <p>Manipulatives have been purchased and are used and can be observed being used independently by the children in all year groups. This has had an impact in the knowledge and retention of the bottom 20%.</p>	<p>BB</p> <p>DW</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><i>Purchase and implement the Headstart programme, White Rose maths and Literacy Sheds for reading to allow baselines to be established</i></p> <p style="text-align: right;">(£500)</p>	<p>All children were baselined July 2021 and gap analysis was completed for all children. The children that were assessed as falling behind have been identified. Programmes have been designed to fill these gaps, people sourced to deliver programmes etc.</p>	<p>BB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children move up from The Foundation unit and the infants to juniors will need extra support after not finishing their exit points at the end of the year.</p>	<p><i>Videos and tours will be made to allow children to know what they are going to be expecting Teachers to refer to previous years objectives until Christmas to fill any gaps that there are.</i></p>	<p>Children were able to visit, children had tours, in person, visits, teacher swaps, observations in each classroom and teachers had handover time.</p>	<p>Teaching staff</p>	<p>Ongoing</p>
Total budgeted cost				£ 2500

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. 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.	1 member of staff for KS1 5 hours per daily tutoring (5,336)	Tutoring happened COVID allowing. Teachers had	AK	Feb 21
	2 days per week KS2 tutoring-10 days (10,663) TA made up to full time for year 3 class 10 hours per week (9,360)		AK/JF	Feb 21
Total budgeted cost				£25,359

	Total budgeted cost	£27,850
	Cost paid through Covid Catch-Up	£16,560
	Cost paid through school budget	£11,290