

Catch-Up Premium Plan

The Welbeck Federation

Summary information					
School	The Welbeck Federation				
Academic Year	2021-22	Total Catch-Up Premium	21,200	Number of pupils	227

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
--------------	---------------------

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

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 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 have been disproportionately affected by the lockdown.</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 - 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 teaching and learning:</u> CPD programmes for the majority of staff. EG. Metacognition. Release time and time for collaboration/monitoring of standards. Feedback to the teachers</p> <p>To catch up on teaching and learning time with after school tuition</p>	<p><i>CPD release time 0.5 day per week to focus on monitoring (3,900)</i></p> <p><i>TAs to provide after school tuition for identified children 1:1 identified from Christmas data point. 3 TAs per 1 hour per week 27 weeks (£2,668)</i></p>		<p>BB</p> <p>SW</p>	<p>July 2022</p> <p>Dec 2021</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>Release time for the class teachers to analyse the data and plan interventions and write plans for the teachers 0.5 per week. (£3,900)</i></p>		SG	July 22
<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 returning to pre covid levels and having very limited speech on entry</p>	<p><i>Speech and language therapist to support with S and L development through school 1 day per fortnight (£4,400)</i></p>		CG	Ongoing
			Total budgeted cost	£ 14,868

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	SG	Feb 22
	2 days per week KS2 tutoring-10 day, year 5 and 6 targetted children(10,663)		SG	Feb 22
	TA made up to full time for year 3 class 10 hours per week (9,360)		SG	Feb 22
			Total budgeted cost	£20,559

	Total budgeted cost	£35,427
	Cost paid through Covid Catch-Up	£21,200
	Cost paid through school budget	£14,227