

Coronavirus Catch Up Premium

School Level Overview

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

School Allocation

School	2020-21 One Off Allocation
Woodham Burn Primary	245 pupils £80 per pupil = £19,600

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation: 4,600
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning.</p> <p>School to purchase new laptops and Kindle Fires to loan to families without technology.</p>	<p>During periods of isolation, children will be assessed upon their access and success with online learning.</p> <p>Parent/Carer questionnaires will show understanding of the importance of online learning and identify those with limited access to technology.</p>
RQT's and class teacher feel supported by inhouse training offer and mentors support.	RQT feels supported and will have developed their teaching ability. They have weekly support sessions with DHT/AHT and are supported by a personal learning mentor as part of the Early Career Framework	The class will make good progress across the year, demonstrated within the assessments made by teacher.
Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.	MyON purchased to assist in online reading. All staff are aware of the children who need to be targeted for reading intervention and able to use Accelerated Reader and myON. Read Write Inc Fast Track Tutoring programme	<p>Reading attainment will improve throughout the year, with evidence of interventions showing most children to have accelerated progress and for some achieve GDS.</p> <p>Tracked through teacher assessments every half term.</p> <p>Data at the end of the year will show clear progress from baseline data obtained in the Autumn term.</p>

Focus 2 Targeted Support		Budget Allocation: 15,000
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Pupils make accelerated progress in speaking and listening and this has a positive impact on their reading attainment.	To develop children's oral language skills therefore decrease the likelihood of experiencing difficulty with reading. This will be done through the employment of 2 experienced Teaching Assistants within Reception until the end of Autumn term, in addition to Nuffield Early Language Intervention (NELI) programme.	Increased adult support within the Reception class enables the class teacher to take identified children to do the NELI programme and improve language skills, with more children attaining Communication & Language ELG. Children identified through Language Screening to show progress at the end of the programme.
Children's fitness levels improve to pre-COVID levels and their health and well-being are improved	Each child in school undertakes at least 2 hours of physical activity through Jump Start Johnny, extra-curricular activities e.g. Yoga and PE scheme of work to include fitness element.	Children's health, fitness and well-being are improved with higher attainment within P.E. and improved stamina. Tracked through teacher assessments.
Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the Autumn term.	Staff are equipped through online training available to identify gaps in children's emotional development	Children will have settled back into the school routines and make good progress identified through school assessment systems.
Children are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence.	Each child takes part in regular Forest school sessions where they are encouraged to manage risks and build confidence, mental well-being.	Improved mental well-being and improved behaviour across the school.