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## **DfE COVID Catch-up Premium 2020-21**

### **Background Information**

As a result of Covid-19, children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The cumulative impact of lost time in education will be considerable.

The **catch-up premium** has been designed to mitigate the effects of the unique disruption caused by COVID-19, therefore 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. 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.

### **Guidance**

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 and have a direct impact on students, 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.

This could include, for example:

- Teaching and whole school strategies
- Pupil assessment and feedback
- Intervention programmes
- Extended school time Wider strategies
- Supporting parent and carers
- Access to technology

## The Tiered Approach - EEF

The tiered approach allows strategies to overlap categories, and the balance between categories will vary throughout the school year as priorities change. Tiers of support offer a useful framework for thinking about how to balance different challenges created by whole school returns. We will use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

**Figure 1: The tiered model for school planning**



<b>Identified Impact of Lockdown at Wallbrook Primary Academy</b>	
<b>Reading</b>	<p>Some children's reading was limited during lockdown. Children had access to Phonics Bug however parents did not use this resource.</p> <p>Assessments showed that the % of pupils on track to pass the phonics check was much lower than previous years. Some children lacked the resources at home to enable them to read regularly, which has led to an increased gap between those children who read widely and those who don't. Those who did read didn't then tend to get asked probing questions by parents, which has also contributed to a decrease in the pupils reading comprehension abilities.</p>
<b>Language and Communication</b>	<p>I CAN (2020): In some areas of social disadvantage, over 50% of children start school with delayed language.</p> <p>Wallbrook entry data for Reception 2020 shows that 84% in Speaking, 84% in Understanding and 68% in Listening &amp; Attention were below age related expectations for the start of reception.</p> <p>Pupils across school also lack a wide range of vocabulary due to limited experiences and limited opportunities for conversations.</p>
<b>Writing</b>	<p>Pupils writing stamina has decreased over lockdown. Few children wrote at length during lockdown which has resulted in writing skills being lost. This also includes the mechanics of handwriting. Pupils have lost core strength and there has been an increase in the % of pupils with an incorrect pencil grip, which has impacted on their writing.</p>
<b>Maths</b>	<p>Specific content was missed due to pupils missing schooling during the 19/20 academic year. Pupils returned to school with less fluent mathematical skills which then led to a lack of confidence. Pupils had also forgotten some previously taught concepts and strategies. Use of TTRockstars during lockdown was limited.</p>
<b>Well-being</b>	<p>Pupils' mental health and well-being has suffered as a result of lockdown.</p> <ul style="list-style-type: none"> <li>- Lack of seeing friends and teachers. Relationships need to be rebuilt</li> <li>- Lack of rules and routines</li> <li>- Diminished ability to focus and concentrate</li> <li>-</li> </ul>

## Wallbrook Primary COVID Catch Up Premium Action Plan 2020/21:

Schools will receive a total of £80 multiplied by the number of pupils registered on the previous Census.

**Total: £23,440**

### Teaching

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Kinetic Letters virtual training	£1,200 (5%)	<p>Kinetic Letters is the established handwriting program used within the school.</p> <p>Virtual training allows CPD to continue for staff workshops as well as allows access for individual staff to revisit as appropriate.</p> <p>This is important as on average a child will use a pen/pencil for 80% of their school day.</p>	<p>Pupils show increased writing stamina.</p> <p>The vast majority of pupils are able to correctly hold a pen/pencil.</p> <p>The mechanics of writing is automated thereby reducing cognitive load and allowing pupils to focus upon the content.</p>
Training to enhance Quality First Teaching	£1,500 (6.3%)	<p>2<sup>nd</sup> Year of Transforming Teaching Programme</p> <p>Individual instructional coaching for teachers</p> <p>Masters in Expert Teaching</p> <p>Staff training commencing Spring 2021 comprising of 3 modules in the first instance:</p> <ul style="list-style-type: none"> <li>-Consolidating Pupil's Knowledge</li> <li>-Assessing Pupil's Performance and Learning.</li> <li>-Optimising Pupil's Thinking</li> </ul>	<p>Quality First Teaching is consistent across school.</p> <p>Outcome for pupils at end of key stages are closing the gap on national.</p>

## Targeted Academic Support

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Small group targeted after-school interventions for reading and maths.	£12,470 (53.2%)	After school small group tuition using school based staff. Focus on reading and maths.	Identified groups of pupils make accelerated progress
WELLCOMM screening	£830 (3.5%)	Pupils screened to identify level the pupil is working at. In school actions put in place to close any gaps identified. Ensuring that pupils are identified who are below threshold for referral to ensure no pupil is missed.	Gaps closed or reduced - specific to identified individual pupils.
Phonics Intervention Autumn Term Year 2 Spring & Summer Term – Year 1	£1,680 per term  £5,040 (21.5%)	Support staff to provide additional phonic sessions with small groups of identified pupils 2 or 3 times weekly.	Year 1 pupils achieving phonics check is at least in line with national Summer 2021. Year 2 phonics check is in line with national Autumn 2020.  Year 2 Sept 20 - 42% on track to pass. Dec 20 - 74% achieved a pass.
Daily Maths sessions for identified pupils in Years 3 & 4.	No cost	HLTA to work with pupils not on track to pass times table check at end of Y4. Pupils to take part in a 6 week 30 minutes daily session.	% of pupils achieving times table check is in line with national.

## Wider Strategies

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Mental Health Team established Ed Psych training for all Mental Health Team Participation on Mental Health Support Team Initiative.	No cost	Mental Health Team to be established and trained in strategies to support pupils suffering from the effects of lockdown. Provision of early intervention in order to prevent pupils requiring intensive support from CAMHS.	Reduction in % of pupils displaying signs of anxiety. Pupils attend school ready to learn. Attendance is improving and is at least 95%
Vulnerable pupil breakfast provision	£2,400 staff £200 resources  11.1%	12 - week programme. 2 x Support staff to run a breakfast club for vulnerable pupils. <ul style="list-style-type: none"> <li>- Ensure pupils are fed ready for school</li> <li>- Have time to explore thoughts &amp; feelings</li> <li>- Time for pre-tutoring</li> </ul>	Reduction in low-level behaviour issues at start of day. Pupils prepared for the start of the day. Pupils anxieties are reduced so that they are able to focus on their learning.

**\*These strategies will only have the desired outcome if the children are in school to receive the particular intervention / action. If schools are shut, then impact will be reduced.**