



Coronavirus Catch-Up Premium Strategy 2020/21

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. 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 as well as a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

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.

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 and 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.

Our tiered approach will focus on the following:

- **Teaching:** Quality first teaching with established and skilled teaching teams is vital for all of our children.
- **Home Learning:** Accessing home learning, regardless of technology, parental support and physical resources, is a necessity for all of our children.
- **Targeted Academic Support:** Additional teaching in the cohorts where it is most needed will ensure no year group is affected more due to lockdown.
- **Wider Strategies:** Children need to have basic needs – including feeling of safety and being fed – met to be in a good place to learn.

...and for 2020/2021 this offer will run alongside the Pupil Premium Strategy.

For 2020/21 the school will receive £15,360 in its allocated Catch-Up Premium.

Provision	Cost
Teaching	£5,712
Quality First Teaching: <ul style="list-style-type: none"> • Teachers deployed to minimise change and use strengths in phase groups. • Teaching Assistants deployed to make best use of skills and to ensure effective teaching teams. • TAs to remain with specific classes and readers/interventions to be directed by class teacher for class TA to deliver rather than children from across bubbles. • Ongoing support and CPD as required by leadership Team eg supporting teachers with assessing and teaching linked to LAPS and PIVATS and closing the gap teaching in mathematics when having to pause sequence of Maths No Problem. 	£0 (accounted for in Staff Budget)

<p>Why? <i>Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective. During these unprecedented times, staff will require ongoing support and CPD to ensure that learning makes effective use of time.</i></p> <p>The impact will be measured, by SLT and the SEC, through outcomes and progress across all year groups.</p>	
<p>Year 4 Teacher:</p> <ul style="list-style-type: none"> • Monday to Friday mornings from 19th October until end of Autumn Term. • 2 days CPD with school staff prior to intervention. • 1 afternoon a week PPA. • Teaching targeted at less able children with gaps identified in assessments. • Prioritise good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). • Ongoing formative assessment of the above across the Autumn Term. <p>Why? <i>Following learning gaps assessment, lower Key Stage 2 identified as the phase with most gaps by groups within cohort. Year 3 currently has 21 children whilst Year 4 has 31 and a greater number of children with need. Year 3s needs will be met by additional TA deployment from existing staff and Year 4 will have needs met through targeted small group teaching five days a week. To be effective this needs to be regular, the correct teaching and delivered by a trained teacher. Following end of term monitoring, a decision will be made on how to proceed.</i></p> <p>The impact of the additional teacher will be measured, by SLT and the SEC, through outcomes and progress across all year groups.</p>	<p>£5,712</p>
<p>Curriculum:</p> <ul style="list-style-type: none"> • Prioritise good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). • Ongoing formative assessment of the above across the Autumn Term. • Identify opportunities to read widely across the curriculum and to build on embedded reading good practice. • Continue to put status on vocabulary acquisition across the curriculum. <p>Why? <i>Whilst our curriculum remains broad with all classes learning from a range of subjects, over the Autumn Term (decisions on beyond will be made in December), teaching and learning will ensure that identified gaps in Reading, Writing and Mathematics are addressed to ensure children are in a position to fully access the wider curriculum in 2021.</i></p> <p>The impact will be measured, by SLT and Full Governors, through outcomes and progress across all year groups. Impact will be measured at the end of the Autumn Term.</p>	<p>£0 (accounted for in Curriculum Budget)</p>
<p>Additional TA (2b) in Key Stage1:</p> <ul style="list-style-type: none"> • 3 days a week additional Teaching Assistant. • Targeted support as directed by class teacher during lessons. • 1:1 reading. • Phonics interventions linked to essentials in curriculum. • Number based maths interventions linked to essentials in curriculum. 	<p>£0 (funded £8,150 through Pupil Premium)</p>

<p>Why? <i>Following assessment of learning gaps across school, Key Stage 1 classes were identified as where there were the most gaps across the whole cohort. This fits with % of school time missed due to lockdown. With classrooms laid out in forward facing tables rather than table groups, whole class teaching is effective but group work not as effective. An additional member of staff to support in Year 1 (initially with further decisions in December) will allow for further targeted support within the cohort's gaps.</i></p> <p>The impact of will be measured, by SLT and the SEC, through outcomes and progress across Key Stage 1.</p>	
<p>NELI Nuffield Early Language Intervention:</p> <ul style="list-style-type: none"> • 20 week evidence based intervention. • Working with the DfE and EEF • Online training and resources for staff to use. • Trained staff, TAs, will deliver in small group language teaching sessions. • If successful in application, this will run from Spring Term. <p>Why? <i>Speaking, Listening and Vocabulary acquisition are areas our children require support with. This is an ongoing trend and relevant for the current Reception Class especially with many children out of educational settings for 6 months. For interventions to be effective they need to be the correct intervention (this is evidence based), be regular and be delivered by trained staff. NELI meets these requirements.</i></p> <p>The impact of will be measured, by SLT and the SEC, through outcomes and progress across Key Stage 1.</p>	£0
Home Learning	£8,121
<p>Seesaw home learning platform:</p> <ul style="list-style-type: none"> • Blended approach to home learning to meet the needs of all our children. • Seesaw allows children to watch videos of their teachers. • Daily lessons will include 1x maths, 1x English and 1x topic. Breadth of curriculum will be reviewed over time. • Children can post images of their learning online. • Learning can be easily differentiated. • Teachers can feedback to children using easy to navigate software. • Pastoral support through Seesaw personalised messages and videos. • Staff have had CPD. • Staff have received ½ day additional PPA time for preparation of remote education resources. • Children have practised with software in school. <p>Why? <i>Primary education relies on positive relationships between adults and children and Seesaw provides this through use of videos, messages and ability to respond and feedback to children's learning. Staff can prepare core skill consolidation in advance so learning can be provided even if member of staff poorly. Blended approach as Seesaw used in lockdown with 48% regular interaction and this often disadvantaged not engaging. Reasons for lack of engagement include access to technology (eg a parent's phone, lack of support of home, pressures within the household and lack of resources to support learning).</i></p> <p>The impact of Remote Education will be measured, by SLT and Full Governors, throughout the Covid-19 restrictions.</p>	£858 £504 (Supply for PPA)

<p>Resource Packs:</p> <ul style="list-style-type: none"> • Blended approach to home learning to meet the needs of all our children. • Schofield Year group packs for all children. Children have been given the packs which meet their needs. • Videos will link to learning within physical books. • If children do not have access to online resources they will still have physical resources. • Pre-made packs include basic stationery and paper and are in a clear handled bag. • Packs include logins to Seesaw and other software eg TT Rockstars and Nessy (for SEN) – costings covered in other budgets. • Children have practised with physical resources in school. <p>Why? <i>A blended approach will ensure the greatest number of our children engage with consolidation learning of core year group skills. This approach is not over reliant on technology and the physical resources are self-explanatory and easy for parents to use with children. The resources are pitched at each year group and the essential skills of Reading, Writing and Maths will form two of the daily lessons.</i></p> <p>The impact of Remote Education will be measured, by SLT and Full Governors, throughout the Covid-19 restrictions.</p>	<p>£6,659 Books</p> <p>£100 Packs</p>
<p>Maintained Pastoral Links</p> <ul style="list-style-type: none"> • Seesaw allows other staff to contribute stories and assemblies to children’s accounts maintaining the bond with school and staff. • Pastoral and relationship link can be reinforced through remote education. • At least weekly phone calls to children and families who are vulnerable will mean that pastoral and safeguarding needs can be identified when children are not in school. <p>Why? <i>School has positive relationships with parents and the wider community and through good communication we are able to identify when children and families require Early Help or further support.</i></p> <p>The impact of Remote Education will be measured, by SLT and Full Governors, throughout the Covid-19 restrictions.</p>	<p>£0</p>
Targeted Academic Support	
<p>Tutor:</p> <ul style="list-style-type: none"> • Experienced Teacher employed as a tutor. • 1:1 with CLA/post CLA children • 15 hours per child <p>Why? <i>One pillar of the NTP is the Tuition Partners who can provide high quality and subsidised tutoring either 1:1 or in small groups. In our school, having looked at different approaches, we have employed a teacher to act as a tutor. Tutor is used to support post-CLA children as these children can statistically be most at risk of not making ARE and succeeding in education.</i></p> <p>The impact of will be measured by SLT through outcomes and progress.</p>	<p>5 x £240</p> <p>£1,200</p>

Wider Strategies	£196
<p>Reading Well for Children:</p> <ul style="list-style-type: none"> • Lancashire Libraries initiative. • Books aimed to help children understand their feelings and worries and cope with tough times. • Books can be shared as class novels, children’s choice and as whole class teaching resources. <p>Why? <i>Children’s wellbeing has been impacted by lockdown in ways we still do not fully understand. At Willow Lane, we believe in the power of stories and books to teach in its widest sense and having access to these resources will allow us to help our children upon their return to school.</i></p> <p>The impact of the additional resources will be monitored by the English Subject Leader and the SEC.</p>	£396
Total	£15,429
Catch-up Premium Total	£15,360