



COVID Catch-Up Premium Plan

Summary information					
School	Wistaston Academy				
Academic Year	2020-21	Total Catch-Up Premium	£32,240	Number of pupils	409
Date of Plan Agreed:	25.01.21	Created by/Approved by:	S Joy/D Griffiths	Review date:	April 2021 / July 2021

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. Wistaston Academy will receive funding in 3 tranches.

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 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Most children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' in areas not taught.</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.</p> <p>This is reflected in Autumn Term 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 including that of handwriting. 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. This is the vast majority of our children.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject through resources such as MyOn, Guided Reading lessons, Reading for Pleasure. For children on the Guided Reading programme, reading is something that was more accessible for families and required less teacher input. For children learning to read using phonics, some Read Write Inc lessons were accessed remotely. Lockdown has meant that children have not been able to progress through the programme typically in a holistic, targeted manner. Many 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.</p>
Non-core	<p>There are now significant gaps in knowledge – whilst we have endeavoured to teach the units of work remotely, children have been less likely to engage with the afternoon's lessons, therefore many are unable to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Support for Speech, Language and communication was halted during the first lockdown in March 2020. This has impacted on the children who had an NHS SLT care plan and those who had been referred to NHS paediatric SLT prior to the lockdown. Not all children received intervention or were assessed during this period. Not all parents/carers offered remote consultations engaged.</p>

Teaching and whole school strategies		
Desired Outcome	Chosen approach	Costings
<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. Children will receive the same offering of education whether at home or in school.</p> <p>The Hub provision to continue to operate fully during lockdown.</p> <p>The Early Years outdoor provision will be re-developed to promote health and well-being and physical development amongst our Early Years children.</p> <p>Children in Early Years need additional support to cope with the increasing gaps experienced during Covid-19.</p>	<p>Subject leads to monitor curriculum over lockdown and consider adaptations to the future planning to identify gaps in skills and build this missed learning where possible into future topics including continuing to deliver in a cross-curricular way.</p> <p>All staff in the Hub to work throughout the lockdown to support the most vulnerable children in school who require the routines and structure that school offers.</p> <p>The implementation of this will enable children to develop, revise, refine and combine fundamental movement skills, develop overall body strength including core muscle strength, co-ordination, balance, agility needed to engage successfully with future P.E. sessions and other physical disciplines with confidence, competence, precision and accuracy. Enable staff to teach and map concept vocabulary in context to embed and secure understanding of learnt language.</p> <p>Recruitment of a full-time Teaching Assistant in Early Years.</p> <p>Recruitment of a new midday to ensure Covid bubbles can be maintained for all year groups.</p>	<p>No additional cost</p> <p>No additional cost</p> <p>£50,000.00</p> <p>£14,486.00</p> <p>£3,885.00</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>Termly summative assessments to be continued through NFER and marks uploaded to Arbor. Staff to use results from 2020 Autumn assessments to inform future learning.</p> <p>Purchase of B Squared in Spring 1 to show the small steps of progress pupils with SEND make. Appropriate staff to be trained in this.</p>	<p>No additional cost</p> <p>£800.00</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Wistaston Academy have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A video of the school and its grounds is available to view on our VLE. Staff with new starters during lockdown have virtual meetings/phone calls to discuss transition and share the school's remote learning package.</p>	<p>No additional cost</p>

Targeted approaches		
Desired outcome	Chosen approach	Costings
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and phonological awareness. 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 start to close.</p>	<p>During lockdown, children on the RWI programme to receive bespoke lessons and many receive 1:1 interventions. The purchase of the Ruth Miskin Online Subscription provided differentiated films to support this. (Cost: £1275.00) Speech and Language interventions also carried out remotely.</p> <p>Early Years Staff to be trained on NELI (Nuffield Early Language Intervention) – EEF project. This is a Government paid initiative. CPD for staff to trial delivery with sample children.</p>	<p>£1,275.00</p> <p>Government funded</p>
<p><u>Intervention programme</u></p> <p>Appropriate numeracy interventions support those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Remote interventions established to support the most vulnerable in maths.</p> <p>20 x Year 6 children participate in a remote learning Maths Intervention with Third Space Learning (EEF approved). These children were identified as those needing the most catch up. This is at a reduced cost as 10 children received funding from the NTP (National Tutoring Programme at 75% of the cost).</p> <p>Purchase of White Rose Maths Premium to support the delivery of maths for remote learning.</p>	<p>£9,995.00</p> <p>£160.00</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access regular catch-up sessions. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Before and after school interventions were established in the new academic year but on hold till children return in addition to catch up sessions during the school day.</p>	<p>No additional cost</p>

Wider Strategies		
Desired outcome	Chosen approach	Costings
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Effective parental engagement will ensure greater consistency of learning for children.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Purchase of apps to support parental engagement:</p> <p>Ten-Town (Maths) (Cost: £181.00) Yuma Charanga (Music) (Cost: £295.00) ClassDojo (Communication Tool) MyOn (Online reading platform) (Cost: £1500.00) Microsoft Teams (Interventions) (Cost: £1500.00 reimbursed by the DfE)</p> <p>The Remote Learning Plan outlines the opportunities for home learning, the Home School Agreement outlines responsibilities.</p> <p>Throughout each lockdown, there has been a balance of online and offline resources. All children provided with workbooks, textbooks and stationery in addition to any physical resources for specific lessons including art packs.</p>	<p>£181.00 £295.00 £0 £1,500.00 £1,500.00 <i>(reimbursed by the DfE)</i></p> <p>£5,200.00</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Complete training in online safety to support the school's remote learning policy in keeping all children safe.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>CPD provided for staff on the effective use of the TEAMS based online learning platform and ClassDojo.</p>	<p>School was allocated 47 devices from the DfE which are being loaned out to vulnerable children for remote learning, set up was required before loaning out. Regular communication from school staff to ensure appropriate usage.</p> <p>All stakeholders to participate in online training on the National Online Safety website to receive the annual accreditation.</p> <p>Teachers and teaching staff without school devices to loan laptops or ipads with access to the remote server in order to deliver high level remote learning and interventions.</p> <p>The new platforms are in place for all stakeholders to use it effectively during lockdown as communication tools and to provide high quality online learning remotely.</p>	<p>£1,100.50</p> <p>No additional cost</p> <p>No additional cost</p> <p>See above TEAMS cost</p>
Overall Costs:		£86,102.50
Catch Up Funding:		£32,240.00