|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CATCH UP PREMIUM SPENDING PLAN** | | | | | | |
| School | | **Wimbledon Park Primary School** | | | | |
| Total Catch up premium £ | | | **£50,000** | Number of pupils on roll | | 605 (exc. Nursery) |
| **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. Schools’ allocations has been 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 2020 to 2021 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. | | | | | **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  Summer support | |
| **Identified impact of Covid interruptions in 2020** | | | | | | |
| Reading | Children accessed reading during lockdown more than any other subject. However, children are less fluent in their reading and the gap between those children that read widely and those children who didn’t has widened. Reception, year 1 and year 2 missed significant amounts (and continuity) of phonics teaching in 2020 which needs to be caught up. | | | | | |
| Writing | Writing, out of core skill areas, has perhaps been impacted the most significantly due to lockdown. This is evidenced both in specific gaps in spelling and grammar skills as well as a loss of stamina, motivation and fluency. | | | | | |
| Maths | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. In addition, basic number and calculation fluency have suffered through not being sufficiently practised. | | | | | |
| Other subjects | There are now gaps in knowledge where units of work have not been taught, meaning that children are less able to access prior 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 experiential learning experiences through the cancellation of many trips. | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Planned Expenditure – Teaching and Whole-School Strategies** | | | **£18,660.47** |
| **Desired outcome** | **Chosen approach** | **Impact/review** | |
| All functions of school life can be completed remotely – included remote learning set up | Provision of laptops for key Senior Leaders to access network from home (£1760) |  | |
| Facilitates staff working from home if needing to isolate and provides a loan system to families who are having to isolate and learn from home | Update/conversion of school laptops to Chrome Books and expansion of memory (£1810.97) |  | |
| Ensure that maths learning at home matches the maths learning which is happening in school | White Rose subscription (£139) |  | |
| Ensure access to high quality texts, matched to children’s reading age and interest which allows all children to continue to read from home (accessible on all devices) | Bug Club Subscription (£1496.51) |  | |
| Children’s number fluency supported | Times Tables Rockstar subscription (£75.56) |  | |
| Children’s number fluency supported | Numbots subscriptions (£90.87) |  | |
| Clear indication of identifiable gaps in reading and maths on children’s return to school | Baseline Assessments (£1,512) |  | |
| Collective understanding of WPPS’ approach to the recovery curriculum and approaches impact in progress and outcomes for all learners | INSET session on ‘recovery curriculum’ (£103.80) |  | |
| Children can access all resources needed for learning in a Covid secure way | Stationery packs (£867.29) |  | |
| All learning completed whilst out of school can be reviewed by teachers to identify misconceptions/areas for support | Home Learning books – for recording any learning carried out during closures/isolations (£230.45) |  | |
| Broad and balanced curriculum maintained | French trolley and resources (£184.02) |  | |
| Early years children are able to safely use the carpet for learning inputs | Early years seat spots (£390) |  | |
| All children in Reception, year 1 and 2 are supported to read at home and make incremental improvements by reading text appropriate for their phonic level. | Phonically matched readers. (£10,000) |  | |
| **Planned Expenditure – Targeted Approaches** | | | **£32820.22** |
| **Desired outcome** | **Chosen approach** | **Impact/review** | |
| All children to meet the expected standard for Phonics at either assessment point | Catch up phonics for Year 2 (Speed Sound Charts, supply cover, training) (£521.40) |  | |
| Close specific identified gaps and build confidence and fluency | Reading intervention for Year 2 (£1,119.54) |  | |
| Close specific gaps and ensure children are ‘secondary ready’ through coverage of the curriculum by the end of the primary phase | Writing interventions for Year 6 (£1,080.78) |  | |
| Clinically Extremely Vulnerable child able to access learning produced in school, at home | Smart Notebook Subscription (£98.50) |  | |
| Gap closing for children in maths – performance from baseline to next assessment point shows positive progress | Third Space Learning 1:1 tuition for children identified as having significant gaps in learning in maths (as a result of school closures) (£30,000) |  | |
| **Planned Expenditure – Wider Strategies** | | | **£504.60** |
| **Desired outcome** | **Chosen approach** | **Impact/review** | |
| Continue with school wide enrichment including assemblies and messages – support for wellbeing and reintegration into school | Webcams (£297) |  | |
| Staff feel supported to support the mental wellbeing of the children (and their peers) on the return to school | Participation in Wellbeing for Education Return x2 Senior Leaders participating and cascading training (£207.60) |  | |