

COVID Catch Up Spending Intentions

Summary information					
School	Woodfield Primary School				
Academic Year	2020/21	Total Covid Catch up budget	£45,040	Date of first impact review	Dec 2020
Total number of pupils	601				

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.

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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support

<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>In September 2020 the children were assessed using NTS and Teacher assessment. Each class teacher identified children that had been most affected through the lockdown period. Targeted intervention is now in place to address these gaps.</p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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1. Barriers to future attainment	
A.	Poor reading fluency
B.	Poor comprehension strategies for reading
C.	Poor mathematical fluency
D.	Poor understanding of key mathematical concepts

Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
<p>To ensure that the negative impact on reading fluency that has occurred during the partial closure of schools is addressed. To ensure that the vast majority of children have a reading age which is at least the same as their chronological age. That all children have value added to their reading age from the baseline assessment conducted in September 2020.</p>	<p>Accelerated progress is made from September baseline assessments of reading speed and fluency</p> <p>Children will have a reading age which is at least the same as their chronological age.</p> <p>Value will have been added to all children's reading age so that they can make at least good progress from their start point.</p> <p>Children are able to decode age appropriate texts with appropriate speed and fluency.</p>
<p>To address gaps in children's reading comprehension skills which were acquired during the partial closure of schools. This will help children to access the curriculum and make progress in all areas of their learning.</p>	<p>Accelerated progress is made from September baseline assessments in reading.</p> <p>That formative assessment demonstrates that children are able to comprehend age appropriate texts.</p> <p>That children's outcomes in summative assessments demonstrate at least age appropriate comprehension skills.</p> <p>That all children, identified through formative and summative assessment processes, make at least good progress from their July 2019 end point assessment.</p>
<p>To ensure that children have the necessary knowledge and skills in mathematics to progress to the next stage of mathematical education which is age appropriate.</p>	<p>Accelerated progress is made from September baseline assessments in mathematics.</p> <p>That formative assessment demonstrates that children have acquired the appropriate skills and knowledge needed to access age appropriate learning in mathematics.</p> <p>That summative assessments demonstrate children have made at least good progress from their September 2020 Autumn baseline assessment.</p>

<p>To identify the children who have fallen furthest behind in English reading (decoding and comprehension) and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in reading, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children have a reading age which is at least the same as their chronological age.</p> <p>That gaps in reading fluency and comprehension between identified children and their peers are rapidly closed.</p>
<p>To identify the children who have fallen furthest behind in English writing and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in writing, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children are working at ARE in writing (or have made at least good progress from their July 2019 end point assessment)</p> <p>That gaps in writing ability between identified children and their peers are rapidly closed.</p>
<p>To identify the children who have fallen furthest behind in mathematical knowledge, fluency and reasoning and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in mathematics, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children are working at ARE in maths (or have made at least good progress from their July 2019 end point assessment)</p> <p>That gaps in mathematical ability between identified children and their peers are rapidly closed.</p>

Planned expenditure					
Academic year	2020/21				
Action	Intended outcome	Timescale	Costing	Staff lead	Date of reviews
All children in all classes to have two dedicated 20 minute reading fluency lesson for 20 minutes per week, in addition to their timetabled English lesson.	Children's reading speed and fluency will improve so that all children are able to decode age appropriate texts at an appropriate speed for their age.	Autumn and Spring Term	N/A	Maya Holt	December 2020 April 2021
All children in all classes to have two dedicated 20 minute maths knowledge, skills and fluency session for 20 minutes per week, in addition to their timetabled maths lesson.	Children's mathematical knowledge and fluency skills will be practised and refined, ensuring that gaps in learning are addressed.	Autumn and Spring Term	N/A	Ian Jones	December 2020 April 2021
Identified children in Year 2 who were not on track to pass their phonics test are given 3 X 15 minute additional phonics weekly.	That gaps identified in reading fluency, comprehension and writing will be rapidly closed. That the identified children are working at least at ARE in English by June 2021	Autumn and Spring Term	N/A	Steph Gamston/Maya Holt	December 2020 April 2021 (ongoing teacher assessment against targets)

<p>Identified children in Year 3 to be given additional in-class support to enable progress in reading and writing</p>	<p>That gaps identified in English will be rapidly closed.</p>	<p>Autumn and Spring Term</p>	<p>1 x qualified teacher, M6 0.2 FTE</p>	<p>Alicia Henry/Maya Holt</p>	<p>December 2020 April 2021 (ongoing teacher assessment against targets)</p>
<p>Provide 1.1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M4, TLR2a 0.3 FTE £9 000</p>	<p>Tom Moxon</p>	<p>December 2020 April 2021 June 2021</p>

<p>Provide 1:1 Maths support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in mathematics for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M4, TLR2a 0.1 FTE £3,094</p>	<p>Tom Moxon</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>
<p>Small group teaching in English for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments.</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M6 TLR2a 0.5 FTE</p>	<p>Karen Titley</p>	<p>April 2021</p> <p>June 2021</p>

<p>Small group teaching in Maths for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in mathematics for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments.</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M6 TLR2a 0.5 FTE</p>	<p>Karen Titley</p>	<p>April 2021 June 2021</p>
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