

Willoughby Primary School Covid-19 Catch Up Plan

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Willoughby Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Summary Information			
Total number of pupils	48	Amount of catch-up	£80 per pupil
Total catch-up premium budget: £3840			

Action plan with planned expenditure for academic year 2020-21

Teaching and whole school strategies:				
<ul style="list-style-type: none"> – Supporting great teaching – Pupil assessment and feedback 				
Action	Rationale	Implementation	Cost	Impact
Quality first teaching including remote learning.	'Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.' EEF	Staff meetings will allow for focused planning and training.	£0	Staff fully briefed and aware of on-going issues and curriculum planning areas as well as on-going support plans
	'Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.' EEF	Complete organisation of KS2 reading books in classroom. All colour-coded, labelled and organised into groups/levels/authors and subjects areas Purchased new books to complete series of books & new titles for advanced readers Purchased new Reading books for EYFS to wider choice and level	£0 £0 (Scholastics money used) £70	Greater ease to choose correct level of book More attractive to promote reading EYFS readers more choice and better levels at each stage

	‘Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.’ EEF	Dedicated time given to assess pupils’ wellbeing and learning needs when children returned to school. Join in The Big Ask	£0	Children have a better understanding of feelings and emotions and how to express any worries Staff aware of any issues
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Targeted approaches:

- One to one and small group tuition
- Intervention programmes

Action	Rationale	Implementation	Cost	Impact
Small group tuition	‘There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.’ EEF	1 teachers, and 1 Tutor will carry out a weekly tuition programme for targeted children. (see timetable)	Autumn- £920	Gaps in leaning identifies and any lost learning is replaced
Intervention programmes	<p>‘In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.’ EEF</p> <p>‘Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for</p>	Targeted groups identified by assessment to be taught in small groups/1-1 in: English Phonics Extension writing Maths strategies	Spring- £1,370 Summer – £1,500	<p>Children supported across the school in a wide variety of learning areas</p> <p>Both ends of learning are addressed including stretch sessions to extend writing across KS2</p> <p>Specific phonics catch up improves phonics in Yr1</p> <p>Individual children are supported in maths strategies to support understanding</p> <p>All children in the school given some support with the catch-up funding</p>

	early readers and are only one part of a successful literacy strategy.' EEF			
Wider strategies:				
<ul style="list-style-type: none"> - Supporting parent and carers - Access to technology 				
Action	Rationale	Implementation	Cost	Impact
Supporting parents and carers	'There is a risk that high levels of absence after the National Lockdown pose a particular risk for disadvantaged pupils.' EEF	Identify children at risk of low attendance and keep in regular contact with parents. Put in place quick interventions when attendance falls so that parents can be supported. Provide regular and supportive communications with parents and carers.	£0	Parents are confident to send children back to school Attendance is high and in line with usual figures
Access to technology	'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.' EEF	The 10 new iPads purchased by FOWs to be used for any home learning needs 3 new cameras bought to facilitate in-school children for zoom lessons	£0 £75	This meant that all children who needed a device were loaned one by the school.