



## Catch-up premium: coronavirus (Covid-19)

*“Governors and trustees should scrutinise schools’ approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents”* [Catch up premium - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### What is Catch-up premium for?

The premium is a one-off universal funding from the government for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time after school closure due to the pandemic. This is especially important for the most vulnerable children and from disadvantaged backgrounds.

### What funding allocation will our school receive?

The funding amount we will receive over the academic year is **£13,680** (calculated on our 2019 Census Data of £80 per child).

### How are we using this funding?

Western Downland is fully committed, in line with our curriculum and teaching and learning core principles, to teach an ambitious and broad curriculum in all subjects from the start of the academic year. We believe that quality first teaching from staff who know the children best, will help ensure children make the best progress. The Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches which has helped to inform our plans.

### How will we measure the impact of the funding?

Impact on children’s progress and achievements will be measured by:

- outcomes from national tests in 2021 showing similar proportions of children achieving age related expectations as in previous years. (EYFS, Phonics checks, KS1 & KS2 SATs)
- Internal data show expected
- Individual children with identified gaps are making rapid progress to close the gaps (as reflected in the Cohort Achievement Plan reviews)
- Proportion of children needing ELSA is reduced



## Plan

| Priorities  | Actions  | Planned costs                             |
|---|--|---|
| <p><b>Teaching &amp; Whole School Strategies</b></p> <p>To ensure every teacher is well supported to enable great teaching.</p> <p>To ensure rapid and accurate identification of exact needs of children</p> <p>To identify &amp; prioritize whole school gaps</p> | <ul style="list-style-type: none"> <li>• Ensure focused Professional Development to support teacher's planning of bridging units in the core subjects e.g. <i>English consultant to support thoughtful and responsive planning; time to explore useful planning resources e.g. <a href="http://www.gov.uk">Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</a></i></li> <li>• Additional Learning Support Assistant time to use as directed by class teachers to support quality of learning in the classroom (over whole year)</li> <li>• Teachers to use a range of formative and some standardised assessments to identify the key gaps for their class and for individuals and to reflect this in Cohort Achievement Plans, specifying how they plan to close gaps and regularly reviewing the impact of actions.</li> <li>• Identified that largest gap across the school is in <b>writing</b>. Each class to ensure that there is daily writing practice and that action points to reflect the needs for each cohort for writing are added onto the Cohort Achievement Plans.</li> <li>• Focus in year 2 Autumn term on securing phonics.</li> </ul> | <p>£ 800</p> <p>£4,000</p>                |
| <p><b>Targeted Support</b></p> <p>To support children who have found coming back into school a challenge emotionally and who lack resilience for learning</p>   | <ul style="list-style-type: none"> <li>• Additional ELSA time to support identified children with emotional need and/or lack of learning resilience</li> <li>• Identified children for additional 1:1 quality teaching support, outside of the school day (primarily using own teaching staff who know the children best.)</li> <li>• Additional in school small group 1:1 intervention – Learning Support Assistants</li> </ul>   | <p>£2,500</p> <p>£5,000</p> <p>£1,000</p> |
| <p><b>Wider Strategies</b></p> <p>Supporting parents</p>  | <ul style="list-style-type: none"> <li>• Ensuring good communication with our community so that poverty or other disadvantage does not negatively impact on children's progress and achievements &amp; well being and that resources</li> <li>•</li> </ul>   | <p>£400</p>                               |