



## Catch-Up Premium Plan

### Summary information

<b>School</b>	The Winchcombe School		
<b>Academic Year</b>	2020-21		
Total catch-up premium received in Autumn term:	£8,760	Total catch-up premium expected in Spring term:	£13,220
Total catch-up premium expected in Summer term:	£14,600	Total protected catch-up premium budget:	£36,580

### 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 EYFS through to 11. This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They then will distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil.

A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting quality first teaching</li> <li>➤ Transition\SEMH support</li> <li>➤ Access to technology\Remote learning</li> </ul> <p><b>The above will be where we target our monies in the Autumn term</b></p> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Supporting quality first teaching</li> </ul> <p><b>The above will be where we target our monies in the Spring Term</b></p> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p><b>The above will be where we target our monies in the Summer Term</b></p>

Context of the school and rationale for the strategy
<ul style="list-style-type: none"> <li>• The Winchcombe School remained open for keyworkers' and vulnerable children during lockdown in Spring then, from 2 June, when government guidance changed, the school was open to FS, Year 1 and Year 6 children.</li> <li>• Our proportion of disadvantaged pupils across the school is above average compared to both a local and national picture, at 16%.</li> <li>• The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided</li> <li>• Initially 77% of children returned to school in the first three weeks of September, increasing to 95.5% or greater thereafter.</li> <li>• During lockdown it was felt that children were missing the support of their friends and teachers and therefore in the autumn term at The Winchcombe Primary School our primary outcome was to make sure all children were supported in returning to school and re-establishing day to day routines and procedures</li> <li>• We also ensured that we were helping children settle back into school from an emotional and social perspective and our pastoral team led on this</li> <li>• EYFS and Year 1 pupils have not received consist and directed phonics teaching since March 2020 this will need to be addressed.</li> <li>• Particularly in KS1 some families had limited access to reading books and this affected children who needed more practice at decoding</li> </ul>

- In the autumn term we had both further support meetings for EHCP children and any child who was not able to access their year group curriculum
- In the Spring term, we will be in a better and more realistic position to analyse what funding we may need to draw upon in order to support these identified children, groups or cohorts In the summer term, if Covid restrictions allow, we will develop more small group interventions.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome/Action	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Costs
Gaps in learning are identified and then reduced due to 1 to 1 targeted reading and maths interventions	Specific targeted maths support in year 4 for our bulge year. (HLTA 10 hrs/2wk) Phonics training for staff in KS1 to help with reading recovery (0.1 Teacher time) Reading army trained in STAR to deliver 1 to 1 sessions with our vulnerable readers (0.1 Teacher time)		All staff	£6,290  £4,160  £4,160
A far more knowledge-rich connected curriculum that helps all children gain and retain the knowledge they need to thrive in an ever-changing world	All subject leads working curriculum leads out of class to develop sequenced knowledge in subjects and across subjects All subject leads working on clear assessment milestones and making deliberate choices about what we teach to help our pupils remember more 0.1 Teacher time/week			£3,870
Oracy is developed throughout the school as this is an area that would benefit all children especially our disadvantaged	2 Oracy leads develop their expertise: training Supply costs for 2 staff/4 days  Develop all staff's practice in how to effectively plan and deliver sessions that help build children's oracy			£1,500 £810

	Additional hours/twilight sessions			£500
Added support so all pupils still receive 2 hours of high-quality PE a week to help with mental and physical wellbeing	2 additional hours of sports coach per week			£1,520
Staff receive expert guidance on planning and delivering high quality music provision across the school  Pupils will benefit from the delivery of a high-quality music curriculum  SLT are then utilised to deliver targeted intervention to reduce gaps and increase pupil confidence levels	To buy in a peripatetic teacher to teach music for 2 terms in years 1,2,3, 4 and 6, 2.5 hrs/day, 5 dys/wk			£9,740
Resources to support above (equipment/stationery & materials)				<b>£3,500</b>
				<b>Total cost</b>
				<b>£36,050</b>
				<b>Total received for Spring &amp; Autumn term</b>
				<b>£21,980</b>
				<b>Total expected Summer</b>
				<b>£14,600</b>
				<b>Extra Cost to the school</b>