



Catch-Up Premium Plan

Palace Wood Primary School



Summary information					
School	Palace Wood Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 32,800	Number of pupils	410

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

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.

EEF Recommendations

The EEF advises the following:

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 lockdown

Maths	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
Writing	Children's stamina for writing has been significantly diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. The children have also not been practising the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.
Non-core	The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
Emotional and Wellbeing	Children's experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.	<i>Tom Sherrington to deliver training on high quality teacher instruction and assessment for learning</i> £1500		MC	
	<i>Jane Considine training organised on improving writing using her approach</i> £800		SC	
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.	<i>Jane Considine unit plans</i> £150		SC	
	<i>White Rose Premium resources</i> £100		EH	
	<i>Reach Out Curriculum</i> £600		CV	
Additional teaching hours attributed to year groups to support teaching, learning and transition.	<i>EYFS additional hours to support transition</i> <i>Year 2 additional teaching hours</i> <i>Year 3 additional teaching hours</i> £14000		MC	
Total budgeted cost				£17000

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Additional teaching hours to lead small group interventions	<i>Year 1 small group tuition</i> <i>Year 2 1-1 tuition</i> <i>Year 6 1-1 tuition</i> £9000		MC	
Total budgeted cost				£9000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Purchasing additional laptops to support remote learning	<i>New laptops for use in school to be purchased (supported by the Friends Association). Old laptops to be repurposed for home use</i> £6000		MC	
			Total budgeted cost	£6000
		Cost paid through Covid Catch-Up		£32000

COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the finding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Palace Wood, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on 'catching up'.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

Additional Measures	Cost
Cleaning hours	£6000
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£7000
Heating costs <i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>	£1000 <i>Dependent on weather</i>
Individual resources	£1000
Supply teacher <i>2 weeks supply in case of isolation</i>	£2000
Supply TA <i>2 weeks supply in case of isolation</i>	£1200
Total Cost	£15000 + any additional supply costs/

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.