



**WIMBORNE**  
Academy Trust

## Wimborne Academy Trust First School Covid Catch-up Premium Plan EY- Y4

### **HAYESWOOD FIRST SCHOOL**

As a school we are committed to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Our approach is in line with objectives of our school improvement plan, guidance from the DfE and EEF. As part of Wimborne Academy trust we have allocated the use of the catch up premium as a group of schools to maximise the impact.

#### **Monitoring for impact**

We will monitor how catch-up funding is being spent to ensure the curriculum and quality of education being provided has a positive impact on outcomes for all pupils.

Senior leaders and trustees will monitor how school leaders are using their catch up premium to provide value for money and ensure the curriculum and quality of education being provided has a positive impact on outcomes for all pupils.

#### **Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21**

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

#### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

#### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.



## Remote education

We are committed to meeting the DfE requirements for remote education by providing key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### 2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### 3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages



- Successful implementation in challenging times

• **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

| School   | Number on roll | % Pupil Premium | Allocated Funding (Catch up) |
|--|----------------|-----------------|------------------------------|
| Colehill First School  | 148            | 8.1%            | £12,240                      |
| <b>Hayeswood First School</b>                                | <b>154</b>     | <b>3.9%</b>     | <b>£12,160</b>               |
| Hillside Community First School                              | 243            | 17.7%           | £20,400                      |
| Merley First School  | 304            | 7.6%            | £24,160                      |
| Pamphill Voluntary Controlled Church of England First School | 60             | 8.3%            | £4,240                       |
| St John's Church of England First School, Wimborne           | 144            | 20.8%           | £11,760                      |
| Verwood Church of England First School                       | 258            | 12.0%           | £20,720                      |
| Witchampton Church of England First School                   | 65             | 10.8%           | £5,200                       |
|  |                |                 | <b>£110,880</b>              |

### Issues Identified from September 2020 as barriers to learning

|    |   |
|----|---|
| B1 | Early reading   |
| B2 | Gaps in curriculum knowledge  |
| B3 | Further lockdown/isolation periods for students required to access remote learning  |
| B4 | T&L strategies being embedded within the new normal way of teaching   |
| B5 | Maintaining high attendance / engagement from students isolating  |
| B6 | Teaching and Learning challenges in the new Covid restrictions  |
| B7 | Maintaining high parental engagement during period of Covid restrictions  |
| B8 | Student wellbeing – issues around safeguarding and anxiety following period of lockdown                                   |
| B9 | Ensuring vulnerable pupils including those with SEND are making progress following lockdown (social, emotional, academic) |



## Teaching and Whole School Strategies

| Year Group | Actions   | Intended Impact  | Costs                     |
|------------|---|--|---------------------------|
| EY-Y4      | B2<br>'Every minute matters' approach to lessons  | Staff and students to make the most of time in the classroom together  | £0                        |
| EY-Y4      | B2<br>Careful planning to ensure that the remaining curriculum can be covered in the time in school                                       | Students will have covered the curriculum in preparation for statutory assessments.  | £0                        |
| EY-Y4      | B2/B3/B4/B5<br>Introduction of further online platforms to support learning   | Students will engage in comprehensive timetable of online programmes to support achievement (Bug Club, Sum dog)  | £10,000<br>Exact figure?? |
| EY-Y4      | B3/ B4/ B6<br>Increased leadership capacity to develop blended learning approaches and CPD across new learning platforms and google suite | High quality blended teaching using a deliberate practice and retrieval approach so that there is high pupil engagement in home learning and pupils will have a stronger grasp of key knowledge. | £5,000<br>Exact figure??  |
| EY-Y4      | B1/ B2/ B3/ B4<br>Increased leadership capacity to adapt the curriculum 'Curriculum architects'   | A high quality sequenced curriculum with clear medium term planning to reduce teacher duplication and ensure that pupils will have a stronger grasp of key knowledge.                            | £7,500<br>Exact figure??  |
| EY-Y4      | B3/B4/B6<br>Visualisers installed in every classroom  | Support high quality teaching and learning to enable staff to model from the front   | £9125<br>Confirmed spend  |



|       |  |  |                       |
|-------|--|--|-----------------------|
|       |  | Support delivery of live lessons where students are self isolating   |                       |
| EY-Y4 | B4<br>Use of Rosenshine strategies in every lesson | Enable all students to know more and remember more of the curriculum | £0                    |
|       |  |  | <b><u>£31,625</u></b> |

## Targeted Strategies

| Year Group | Actions  | Intended Impact   | Costs                      |
|------------|--|---|----------------------------|
| EY-Y4      | B1/ B2<br>CPD and resources for Precision teaching interventions                         | Gaps in early reading will close, phonics outcomes will improve<br>Gaps in knowledge across the curriculum will close, statutory assessment data will improve | £12,400<br>Exact figure??  |
| EY-Y4      | B1/ B2<br>Increased staffing to deliver intervention sessions to a wider group of pupils | Identified students will have increased intervention time and therefore will improve outcomes   | £30,000<br>Capped spend    |
| EY-Y4      | B1<br>STAR reading assessments   | Pupils gaps in reading will be assessed so that teachers can plan for catch up, either through class teaching or interventions such as precision teaching     | £12,600<br>Confirmed spend |
|            |  |   | <b><u>£55,000</u></b>      |



## Wider Strategies

| Year Group | Actions  | Intended Impact  | Costs                      |
|------------|--|--|----------------------------|
| EY-Y4      | B1/ B2/ B5/ B9<br>Introduction of SIMS attendance and data reporting | Leaders and teachers are able to interrogate data more effectively so that they can focus their efforts on teaching                  | £930<br>Confirmed spend    |
| EY-Y4      | B3/ B4/ B6<br>Purchasing of an additional 100 chromebooks            | To support children working from home during partial bubble closure or self isolation, ensuring pupils will not fall further behind. | £22,453<br>Confirmed spend |
|            |  |  | <b><u>£23,383</u></b>      |

## Summary Catch up Grant Allocation

| Strategy                | Cost            |
|-------------------------|-----------------|
| Teaching and Learning   | £31,625         |
| Targeted Strategies     | £55,000         |
| Wider School Strategies | £23,383         |
| <b>Total</b>            | <b>£110,008</b> |