

# Catch-Up Premium Plan - Oasis Academy Watermead



Summary information					
School	Oasis Academy Watermead				
Academic Year	2020-21	Total Catch-Up Premium	£34,269	Number of pupils	318 (statutory)

## 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	EEF Recommendations
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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.

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	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown, using a range of resources from EpicBooks to online stories. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<b>Wider curriculum</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. educational visits, visitors and powerful curriculum moments (cultural capital).</p>

**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?
<p><u>Supporting great teaching:</u></p> <p>The wider curriculum subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><b><i>Additional time for teachers to research and plan wider curriculum subjects. Release time and additional cover will be required to facilitate for subject leaders. A more strategic approach to weekly PLMs.</i></b></p> <p><b><i>(Internal cover)</i></b></p> <p><b><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></b></p> <p><b><i>(£1000)</i></b></p>		<p>AD SM</p> <p>SH HS CH</p>	<p>Feb 21</p> <p>Dec 20</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the Head Start Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</i></b></p> <p><b><i>(£650)</i></b></p>		<p>AV SM KH CH EW ES</p>	<p>Dec 20</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Oasis Watermead have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of Oasis Watermead is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining OWM.</i></b></p> <p><b><i>(£600)</i></b></p>		<p>JG SH</p>	<p>Ongoing</p>
			<b>Total budgeted cost</b>	<b>£ 2,250</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<b><i>A Reading Recovery Teacher will be appointed to lead the initiative. This position has been back filled by a Teach First student in Year 1.</i></b>  <b><i>(£26, 776)</i></b>		AL	Ongoing
<u>Intervention programme</u>  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b>  <b><i>(£2500)</i></b>		MN	Ongoing
<u>Extended school time</u>  Identified children are able to access a weekly catch-up club (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<b><i>Identification of specific children to take part in 'catch-up' focusing on Y1 phonics Y2 phonics / SATs and Y6 SATs.</i></b>		SH KH ES EW SM	Ongoing
			<b>Total budgeted cost</b>	<b>£29,276</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b><i>Additional online learning resources will be purchased, such as Rising Stars to support children reading at home.</i></b></p> <p><b><i>Spelling Shed subscription.</i></b></p> <p style="text-align: right;"><b>£180</b></p> <p><b><i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b></p> <p><b><i>Prioritisation of Y6 with devices.</i></b></p> <p style="text-align: right;"><b>£500</b></p>		<p>SM EW</p> <p>All staff SM EW</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>Devices have been prioritised to Year 6 pupils. Access to Evidence Me, Class Dojo and Vimeo T&amp;L videos published on the school website.</i></b></p>			
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£680</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32,206</b>
			<b>Cost paid through school budget</b>	<b>£34,269</b>
			<b>Cost paid through Covid Catch-Up left</b>	<b>£2,063</b>