

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Academy Improvement Board (AIB) meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.



Coronavirus (COVID-19) catch-up premium strategy outline

ACADEMY NAME	Woodlands Primary Academy
PRINCIPAL/HEADTEACHER	Vicky Platten
CHAIR OF ACADEMY IMPROVEMENT BOARD	Mark Mumby
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£32,640

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
Targeted approaches	Small group English and maths support in year 6	% of children in year 6 reaching age related expectations are: 82% reading 62% writing 73% maths No significant gap between disadvantaged pupils and non-disadvantaged pupils	Partially complete	£10,385	
Targeted approaches	Speech and language support for children in reception and year 1	85% of children in year 1 will reach age related expectations in the phonics screening 80% of reception reach GLD in communication and language No significant gap between disadvantaged pupils and non-disadvantaged pupils	Partially complete	11,757	
Targeted approaches	To be able to identify, plan interventions and track progress	Progress through interventions are be tracked and adapted accordingly	Not yet started	£120	

	around the individual needs of children	90% of children receiving nurture based interventions will make progress against boxall profiles.			
Teaching and whole school strategies	Purchase base 10, Numicon and place value counters to support the teaching and understanding of maths across KS2	75% of children in year 3, 4, and 5 are working at age related expectations by July 2021 No significant gap between disadvantaged pupils and non-disadvantaged pupils	Partially complete	£1000	
Teaching and whole school strategies	Introduce Zones of Regulation across the school.	All children are able to express their emotions and spot emotional queues in others. Children are able to use strategies to deal with heightened states of emotion and understand which strategy suits them.	Partially complete	£240	
Targeted approaches	Purchase Zones of regulation and self regulation resources for interventions focused on enabling children to identify emotional queues and understand their own emotions	Children are able to express their emotions and spot emotional queues in others. Children are able to use strategies to deal with heightened states of emotion and understand which strategy suits them.	Not yet started	£500 – resources £8646	
TOTAL AMOUNT SPENT				£32, 648	

