



Wren's Nest Primary School – COVID 19 Catch-Up Premium Plan

(See SIP for full COVID recovery planning)

Summary information

School	Wren's Nest Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 33,360	Number of pupils	417

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	
Well-being	Children at Wren's Nest Primary school live in one of the most deprived areas within the country. Most lack emotional resilience and live with daily Adverse Childhood Experiences (ACEs), which in some cases, results in poor behaviour choices. Despite rigorous communication with children and their families during the Lockdown periods, in addition to providing support within the home and on the school website to promote healthy wellbeing, the time away from the children's consistent routine of school life in addition to being exposed more frequently to ACE'S, has had a negative impact upon their wellbeing and emotional choices. Ensuring children have good behaviours for learning and are attending school regularly are essential factors to successful learning and good education outcomes within the classroom. Learning Mentor intervention and support is essential within this process, as well as good, quality first teaching and an emotionally-intelligent staff.
Maths	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'. Recall of basic skills has suffered - children are not able to quickly recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in teacher assessments.
Writing	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.
Reading	Children accessed reading during lockdown more than any other subject. 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.
Non-core	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 Enrichment experiences e.g. trips, visitors and powerful curriculum moments.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools (Not all areas are appropriate at this time for Wren's Nest Primary within the COVID recovery plan - SEE SIP for details)

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>White Rose Maths: Staff access new resources to plan effectively for children's learning.</p> <p>Lessons bridge gaps that have been created from children not being in school during COVID 19 pandemic</p> <p>Children make good, and in most cases, accelerated progress within Maths</p> <p>Maths Manipulatives: 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 high quality teaching and learning.</p> <p>Rising Stars programme: Children are confident with basic skills related to division and multiplication facts, and have the ability to access resources via a digital platform in the home to support this development of their learning.</p>	<p><i>New White Rose Hub resources to be purchased by school.</i></p> <p><i>Recovery documentation that can be accessed at home - by children will support 'blended learning' should this be needed during potential 'lockdown'</i></p> <p><i>Recovery documentation will also help teachers to plan effectively for key concepts and skills that have not been taught from previous year group teaching that need to be embedded to address knowledge gaps.</i></p> <p>(£150)</p> <p><i>Purchase additional manipulatives to support learning in the classroom.</i></p> <p>(£1400)</p> <p><i>Rising Stars programmes purchased - TT Rock Stars and Stick and Split Programme - to support the development of basic skills - multiplication and division facts - in addition to</i></p>		<p>AS/SP/ SB/EP</p> <p>SP/AS EP</p> <p>AS/SB</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p>

	<p><i>supporting remote education (should it be required)</i></p> <p><i>TT Rock Stars to be promoted within school for the children to use as often as possible at home.</i></p> <p><i>This will be celebrated in Assembly each week – Mathematician of the week for EYFS and KS1, TT Rock Star of the week for KS2 – support the profile of Maths across whole school.</i></p> <p>(£1000)</p>			
<p>White Rose Premium resources:</p> <p>In the case of a local lock down, where home learning is required, there will be a seamless transition between the topics being taught in school and the daily lessons offered through the White Rose Premium Resource.</p>	<p><i>White Rose Home Learning Premium Resources purchased. This will support children in accessing learning that is familiar to them in school and provides the same type of structure to their planning</i></p> <p>(£500)</p>		SP/AS/SB	July 2021
<p>The Wider Curriculum:</p> <p>Th wider curriculum 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>Recovery documentation will be used to support this</p>	<p><i>Additional time for teachers to research and plan non-core subjects, with the support of the AHT for curriculum. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£800)</p>		AS/MW/SA	July 21
<p>RML Phonic and Literacy and Language programme:</p> <p>RML programmes continues to support good quality teaching and learning in relation to literacy and children's understanding of Phonic Knowledge and early reading skills.</p>	<p><i>Reading Leader and Assistant Headteacher for curriculum will monitor the programmes (across the whole school) and its impact via monitoring programme and development days with RML consultants.</i></p> <p>(£6,000 from budget)</p>		SP/EM/HA	<p>July 21</p> <p>Development Days x3 for each programme</p>

<u>Teaching Assessment and Feedback</u> 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.	<i>Complete half termly assessments and record assessment data on OTRACK to identify gaps to track progress.</i> (£800)		SP/AS/EM	July 21
<u>Transition Support</u> Videos Tours and communications: Children who are joining school from different settings or who are beginning their schooling with Wren's Nest have an opportunity to become familiar and confident with the setting before they arrive.	<i>Virtual tours of Wren's Nest Primary School are created and arranged and shared with all new-starters. Additional time is made to cover the teacher/key worker so that they can have a virtual meeting/face to face (where appropriate) with their new starter so that the child is confident in joining WN.</i> (£600)		SP/RW/EM/SB	Ongoing
Total budgeted cost Inc cost from budget				£ 5,250 £ 6,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small Group Tuition</u> Additional Sets – AS,SS,MW Year 3, 5 teachers to work with children that have identified through assessment with a clear focus of specific, missed content due to COVID 19. These will be additional teaching sessions to 'normal' lessons, with precise teaching given re missed content and knowledge.	<p><i>Children will quickly gain missed content knowledge and are able to apply this to their mathematical understanding.</i></p> <p><i>This will improve Maths attainment and outcomes for the end of KS2</i></p> <p style="text-align: right;">(£1000)</p>		SA/MW/AS	July 21
<u>Intervention Programme</u> Additional Learning Mentor post within new staffing structure Children are happy on return to school 'post-COVID'. Children can learn without disruption. Children are comfortable and happy working with BF and want to be rewarded by him for good behaviour. Children think the best rewards go to children who always "do the right thing". Behaviour for learning is at least good – strategies in practice observed during SLT review days and more generally / walk-throughs.	<p><i>To have a successful induction period and become one of the Wren's Nest Learning Mentor Team. JB to support the period of induction.</i></p> <p><i>Children get to know BF and understand that he is part of the LM team.</i></p> <p><i>For BF to get to know children across school who are more 'lively' and require extra support from the LM team.</i></p> <p><i>To provide support for our most vulnerable children at Wren's Nest during the 'post-COVID' return to school. To provide nurture and intervention for those who require it.</i></p> <ul style="list-style-type: none"> • <i>Drawing and talking</i> • <i>Lego/Play therapy</i> • <i>Other interventions (depending on what is required)</i> 		SLT	July 21

<p>LMs and EM are responsive to the needs of our most vulnerable children.</p> <p>Record to support IBP and case studies showing parental involvement, external agency involvement.</p> <p>Behaviour reviews with year group staff planned in response to monthly tracking.</p> <p>Attendance is broadly in line with National figure - children love attending school.</p> <p>RML Phonic Intervention: An appropriate Phonics intervention, RML, supports those identified children in reinforcing their understanding of basic Phonic Knowledge and early reading skills.</p> <p>Small group intervention Year 6 teachers to work with children that have identified through assessment with a clear focus of specific, missed content due to COVID 19. These will be additional teaching sessions to 'normal' lessons, with precise teaching given re missed content and knowledge.</p>	<p><i>BF becomes part of the LM team and takes part in LM meetings, learns the process of being an LM at Wren's Nest and how behaviour is recorded.</i></p> <p>Celebration age on website - celebrates achievements in school - good behaviour, VIPS in year groups, Reader/Mathematician of the week, Attendance, Team Points</p> <p><i>(£20,000 paid through CC-UP + £2,000 from budget)</i></p> <p><i>Children are identified for 1:1 intervention. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). This is overseen by the whole school reading leader.</i> <i>(£1000)</i></p> <p><i>Children will quickly gain missed content knowledge and are able to apply this to their mathematical understanding.</i></p> <p><i>This will improve Maths attainment for the end of KS2 2020/2021</i> <i>(£400)</i></p>			
<p><u>Extended school time</u></p> <p>N/A</p>				
<p>Total budgeted cost (in from budget)</p>				<p>£22,400 £2,000</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Parents and Carers</u></p> <p><u>Home learning</u> 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. Lessons are personalised</p> <p>Children have access to resources and stationery including paper-based home-learning so that all children can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>To include lined, plain and square paper. Pencil, pen, rubber, sharpener, crayons, protractor, ruler. Some items will be included as appropriate to Key Stage.</p> <p>Children will be able to access work on line, but will have resources readily available at home to record their work. (not very house hold has a computer they can work on - but could access lessons through a table, mobile telephone)</p>	<p><i>Additional online learning resources will be purchased, such as TT Rock Stars, Purple Mash to support children Learning at home.</i> (£1500)</p>		SP/AS	July 21
	<p><i>Home Learning Packs and ready to distribute for all children. Resource and Stationery packs are to be purchased and set aside for all children to take home when home-learning occurs.</i></p> <p><i>Children will be able to take part in learning at home - blended learning - SHOULD they not be able to access learning at school.</i></p> <p><i>Home learning packs will be distributed to each child at Wren's nest - all ages - by 1.10.20 - completed in Autumn term</i></p> <p><i>Each child's home learning pack is replenished following a period of school closure</i></p> <p>(£1000 - initial set up, £500 to replenish)</p>		SLT	Dec 20 April 21 July 21

<p><u>Virtual Workshops for Parents and Carers</u> Parents to work alongside their children to develop a greater understanding of how they can support their children at home.</p> <p>Discuss and model:</p> <ul style="list-style-type: none"> • Book Bingo Bonanza • Literacy Knowledge Organizers and Wren's Nest Literacy pathways • Online Learning Offer • Curriculum videos <p><u>Family curriculum videos</u> Parents are informed of future learning planned for the term as well as being shown how concepts are taught at Wren's Nest so they can support learning in the home. This will include missed learning topics due to COVID 19 pandemic.</p> <p>Children will be able to revisit teaching from within lessons in the home to consolidate their own knowledge.</p>	<p><i>Parents gain knowledge through a range of activities used in school to develop their understanding of how they can support both reading and reading for pleasure in the home.</i></p> <p><i>Parents develop specific strategies that enable their children to make progress in their reading skills. This will be carried out via a remote platform.</i></p> <p><i>Staff to devise videos of curriculum information for each term to support curriculum development. This will include topics that have not been covered because of COVID 19, that are being included in the forthcoming term. The videos will also include teacher modelling to support learning and explain key concepts.</i></p> <p><i>Videos will include Literacy, Numeracy and key wider curriculum subjects to show coverage of the curriculum and how this can be supported at home.</i></p> <p><i>These curriculum videos will also be accessible to children so they can access them independently in the home environment</i></p> <p>(£250)</p>		<p>SP, AS, SB</p> <p>SLT</p> <p>KA</p> <p>All teaching staff</p> <p>SP/SB/AS</p> <p>SLT</p>	<p>July 21</p> <p>July 21</p>
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<p><u>Access to technology</u></p> <p>Children have access to additional devices in the classroom so that they can rotate through discrete teaching and independent activities.</p> <p>Teachers have laptops that are equipped with webcams and Graphics Tablets to allow the teachers to access school-based resources from home whilst maintaining a high quality of teaching through modelling. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Children can use devices within the classroom to support their learning.</p>	<p><i>Geoff Hills Charity Trust will purchase 3 tablets. They are to be used to further support online access to resources for the children accessing learning during intervention</i> £3000</p> <p><i>Purchase 15 Graphics Tablets. Allocated devices from the DFE will enable the existing stock of laptops to be allocated to teachers.</i></p> <p><i>New devices can now be used by the children to support the curriculum. They can also be loaned to parents to support home-learning.</i></p> <p>(£ 1500 paid through CC-UP + £2000 from budget)</p>		<p>AH/EP</p> <p>MW/LH/ SB</p> <p>SP/EP/ SB</p> <p>SLT</p>	<p>July 21</p> <p>July 21</p>
<p>School website development</p> <p>Website is innovative in supporting children and parents in learning and development</p> <p>Website is innovative and is able to support blended learning</p> <p>Website promotes all aspects of life at Wren's Nest - to all stakeholders - being the 'looking glass' of the school.</p> <p>Website is accessed regularly by children and Parents, especially during home learning period</p> <p>Staff use website to revisit staff meetings should they need to- dedicated section for staff</p>	<p><i>The school website is to be developed by newly appointed On Line Learning Lead with the support of SLT.</i></p> <p><i>The development of the Website is so that educational resources are easily accessible to children and parents.</i></p> <p><i>Website is compliant to legal and recommended requirements</i></p> <p><i>Private YouTube channel to be used to record videos OF LEARNING FOR CHILDREN</i></p> <p><i>During COVID 19, Videos became a popular way of communicating with parents, with the support of notes and letters.</i></p>		<p>SB</p> <p>SLT</p> <p>LH/MW/ EP</p>	<p>JULY 21</p>

	<p><i>SP to provide videos for newsletters and key information for parents.</i></p> <p><i>SEE ONLINE learning plan</i></p> <p><i>(£1000 paid through CC-UP + £3500 from budget)</i></p>			
<p><u>Summer Support</u></p> <p>NA</p>				
<p>Total budgeted cost £ 5,750</p> <p>Inc from budget £ 5,500</p> <p>Charitable donations £ 3,000</p>				
		Cost paid through Covid Catch-Up	£ 33,400	
		Cost paid through charitable donations	£ 3,000	
		Cost paid through school budget	£ 13,500	