



## Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its '[School Planning Guide 2020-21](#)', which schools can use to develop their plans for the premium.

This plan explains how Windermere Primary School is going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

### Catch-up plan

<b>School name:</b>	<b>Windermere Primary School</b>	
<b>Academic year:</b>	<b>2020/2021</b>	
<b>Total number of pupils on roll:</b>	<b>193</b>	
<b>Total catch-up budget:</b>	<b>£15,440</b>	
<b>Date of review:</b>	<b>Interim: January 2021</b>	<b>Final: July 2021</b>

## Teaching – Whole School Strategies/Impact

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
HfL's Essential Maths <i>Back On Track</i> - CPD and planning priorities for 2020-2021	Teachers will be confident in planning for teaching maths where pupils may have gaps in knowledge and skills. Resources highlight pathways and priorities in the maths curriculum to ensure children have fundamentals understood so that they can return to the usual curriculum by summer 2021.		£1360	Deputy Head and Maths curriculum leader	
English TLA meetings	Teachers will be supported to identify and address learning gaps in English (writing) through professional conversations in autumn 2020		£1145	English curriculum leader	
Increased focus on reading and phonics	Additional classroom support (TAs) to focus on reading skills in class. Access to Bug Club reading resources to ensure children have access to appropriate reading material.		£9774	English curriculum leader	£9000: Cost based on <i>additional</i> 30 minutes TA time daily in each class £774: Bug Club cost is subscription for 1 year.
Teacher workload	Reduced teacher workload (e.g. reduced meetings) to aid staff well-being and enable high-quality teaching.		£0	Senior Leadership Team	

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Assessment for Learning (AfL) to identify learning gaps.	The use of AfL will identify learning gaps for whole classes and individuals, allowing precision teaching and targeted academic support for small groups and individuals.		£0	Curriculum Leaders	
<b>Total spend:</b>			<b>£12, 279</b>		

## Targeted (academic) support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Assess and address phonics gaps in Year 2	Year 2 pupils will be able to read (and access) appropriate texts and use their phonic knowledge in their writing		<b>£4000</b>	Additional Teacher	This is based on 4 mornings a week for autumn term, plus some additional support in spring term.
Assess phonics gaps in Year 1	Year 1 pupils will be able to read appropriate text and use their phonic knowledge in their writing		<b>£3000</b>	Class teacher	This is based on 4 mornings a week in spring and summer term from a TA and some additional phonics input from class TA. It does not include cost of class teacher.
Support Pupils in Y3/4	Specific interventions, including pre-teaching for children with identified gaps in knowledge and skills.		<b>£19000</b>	Additional Teaching staff	Teacher supporting Y3 and Y4 for 1 ½ days per week and additional teacher supporting Y3/4 for ½ day per week to keep 'bubbles' intact.
Support pupils in Y5	Specific interventions, including pre-teaching for children with identified gaps in knowledge and skills.		<b>£8000</b>	Additional Teacher and TA	This is based on an additional teacher supporting Y5 one morning a week and class TA doing at least 2 mornings a week as an <i>additional</i> TA.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Support pupils in Year 6 – additional teacher M&F	Specific interventions, including pre-teaching and after-school booster lessons for children with identified gaps in knowledge and skills.		<b>£23000</b>	Additional Teacher and TA	This is based on teacher for 1 ½ days in Y6 and a TA supporting children every morning; TA's afternoons split between Y5 and Y6. Teacher to run a booster class after school.
Provide additional family support and mentoring support	Children who have struggled to cope with lockdown emotionally, including those with friendship and social difficulties will benefit from this emotional support.		<b>£4000</b>	SENCo	This is a combination of a St Albans Plus mentor and the school's consortium FSW.
<b>Total spend:</b>			<b>£61000</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Create a sense of normality and security	Children and staff wellbeing will benefit from normal routines and events		£0	Headteacher	Wherever possible normal routines are kept (or adapted to keep them Covid-secure). Staff encourage and promote good hygiene, but avoid causing anxiety to pupils.
Continue blended learning; encourage parental engagement and provide online learning resources	Parents will continue to be engaged in their children's learning and pupils who are isolating/at home will continue to receive the usual school curriculum.		£2000	Headteacher	In addition to the availability of online learning, children will be provided with paper resources if appropriate. Costings are based on providing all children with paper resources during the course of the year plus some additional IT time uploading work and training staff.
Consistent staffing cover	Using existing school staff to cover absences ensures a continuity of provision and that the most vulnerable children are not unsettled by changes.		£n/a	Senior Leadership Team	Using existing school staff is cheaper (up to 50%) than supply staff as well as providing a known face and consistency of approach.
<b>Total spend:</b>			<b>£2000</b>		

## Summary report

What is the overall impact of spending?	
How will changes be communicated to parents and stakeholders?	
Final comments	
Final spend:	£