

### Catch-Up Premium Plan- Werneth Primary School

<b>School</b>	Werneth Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,640	<b>Number of pupils</b>	409 (Correct as November, 2020)

#### 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 Reception through to Year 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.

*Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. School leaders will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children. **Professor Becky Francis, Chief Executive, Education Endowment Foundation (EEF)- June 2020***

- 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

<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning caused by incomplete long-term planning sequences.</p> <p>The majority of learners have been taught the age-related Number content for their year group during Autumn/Spring of the 2019-20 academic year. However, age-related content on fractions, measurement, geometry, statistics, ratio and proportion and algebra was not covered and/or secured at the time of the school closures on 20<sup>th</sup> March, 2020. Therefore, most children will have gaps in their learning that will need to be explicitly taught before current year group objectives are taught.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and some children have forgotten previously taught calculation strategies.</p>
<p><b>Writing</b></p>	<p>Genre specific skills and/or content has been missed, with intended teaching of objectives and/or key skills (E.g. teaching children how to use headings and subheadings when teaching non-chronological report writing) not being taught in context.</p> <p>Due to the lack of direct teaching, children have struggled to engage with extended writing opportunities during lockdown. Consequently, their experience of how to apply a range of sentence types and/or key skills has been limited, leading to lack of fluency and additional difficulties with composition for most learners.</p> <p>As the majority of our learners have English as an additional language (EAL), gaps between attainment and age-related expectations have widened- most profoundly in vocabulary, grammar and spelling. This is evident in younger children and/or those children with less experience of speaking English prior to the school closures in March.</p> <p>Where children have not engaged with remote learning, it is evident that handwriting has been negatively affected.</p>
<p><b>Reading</b></p>	<p>Engagement with reading through remote learning was variable.</p> <p>Where children’s phonics knowledge was less developed prior to the school closures, they have returned to school experiencing difficulty with word reading and, consequentially, fluency when reading.</p> <p>Due to children missing explicit teaching skills lessons, they have less experience of the full range of question domains. For younger children and/or those children who have spent less time in school, they have not developed retrieval, inference and/or prediction skills.</p> <p>The gap between those children that read widely and those children who don’t has widened during the period of school closures.</p>
<p><b>Science, Computing and Non-core subjects</b></p>	<p>Across the wider curriculum, 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. trips, visitors and/or other enrichment activities that would support them to <i>know more</i> and <i>remember more</i>.</p> <p>Unfortunately, there will not be enough time available to go back and teach all missed content. Eg. It is not possible to teach all of the knowledge around the Stone Age before teaching subsequent periods of History.</p> <p>However, a focus on key concepts (eg. Chronology, causation) in the Humanities curriculum could support children to develop the requisite skills to be assessed as achieving age-related objectives in History, Geography and other wider curriculum subjects.</p>

**Teaching and whole school strategies**

**Supporting great teaching**

Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date																		
<p><b>Children make accelerated progress in Reading</b>, as timetables are adapted to reflect missed learning and opportunities to teach and/or reinforce pre-requisite knowledge and skills alongside new learning <b>so that gaps between prior attainment and end of year expectations are reduced.</b></p>	<p>Additional phonics sessions in Key Stage 1 (2 x daily from September-December 2020).</p> <p>Phonics sessions in Year 3 (2 x daily) and Year 4 (2 x daily until October, then identified children to access guided reading sessions.</p> <p>Phonics sessions and/or small group differentiated guided reading sessions for children who have recently arrived at Werneth Primary School.</p> <p>Pupil progress meetings (PPM) with the Principal support all teachers to identify KPI objectives and next step objectives for all children in Reading.</p> <p><i>£500 allocated to buy additional resources to support class bubble groupings Phonics delivery.</i></p>	<p><b>Pupil progress in Reading 2020-21 (from 2.11.20-8.12.20)</b></p> <table border="1"> <thead> <tr> <th>Autumn 2020</th> <th>Aut 2</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>5.9</td></tr> <tr><td>Year 2</td><td>2.4</td></tr> <tr><td>Year 3</td><td>3.0</td></tr> <tr><td>Year 4</td><td>1.6</td></tr> <tr><td>Year 5</td><td>1.2</td></tr> <tr><td>Year 6</td><td>1.4</td></tr> <tr><td>Whole school</td><td>2.4</td></tr> <tr><td>Whole school 2020-21</td><td>2.4</td></tr> </tbody> </table> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</p> <p><b>Year 2 Autumn 2020 Phonics screening pass= 74% (vs 59% in Summer 2019 Year 1 phonics screening tests)</b></p>	Autumn 2020	Aut 2	Year 1	5.9	Year 2	2.4	Year 3	3.0	Year 4	1.6	Year 5	1.2	Year 6	1.4	Whole school	2.4	Whole school 2020-21	2.4	Phonics Lead (DD) and Principal	December 2020
Autumn 2020	Aut 2																					
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Whole school	2.4																					
Whole school 2020-21	2.4																					
<p><b>Children make accelerated progress in Writing</b>, as sequences are adapted to reflect missed learning and opportunities to teach and/or reinforce pre-requisite knowledge and skills alongside new learning <b>so that gaps between prior attainment and end of year expectations are reduced.</b></p>	<p>All classes had a 7 day 'skills week' in September to reinforce previous year age-related objectives and/or key skills.</p> <p>Principal and Writing Lead agreed adaptation to 10-day Writing sequence. The rationale and guidance on how to implement this approach provided through revisions to the Writing Policy, whole staff PDM and planning support, as required.</p> <p>Pupil progress meetings (PPM) with the Principal support all teachers to identify KPI objectives and next step objectives for all children in Writing.</p> <p><i>No additional funding allocated for this strategy.</i></p>	<p><b>Pupil progress in Writing 2020-21 (from 2.11.20-8.12.20)</b></p> <table border="1"> <thead> <tr> <th>Autumn 2020</th> <th>Aut 2</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>4.9</td></tr> <tr><td>Year 2</td><td>1.6</td></tr> <tr><td>Year 3</td><td>1.3</td></tr> <tr><td>Year 4</td><td>1.3</td></tr> <tr><td>Year 5</td><td>2.0</td></tr> <tr><td>Year 6</td><td>1.6</td></tr> <tr><td>Whole school</td><td>2.1</td></tr> <tr><td>Whole school 2020-21</td><td>2.1</td></tr> </tbody> </table> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</p>	Autumn 2020	Aut 2	Year 1	4.9	Year 2	1.6	Year 3	1.3	Year 4	1.3	Year 5	2.0	Year 6	1.6	Whole school	2.1	Whole school 2020-21	2.1	Writing Lead (JD) and Principal	December 2020
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Whole school 2020-21	2.1																					

<p><b>Children make accelerated progress in Maths</b>, as sequences are adapted to reflect missed learning and opportunities to teach and/or reinforce pre-requisite knowledge and skills alongside new learning <b>so that gaps between prior attainment and end of year expectations are reduced.</b></p>	<p>Principal and Maths Lead agreed adaptation to weekly Maths sequence. The rationale and guidance on how to implement this approach provided through revisions to the Maths Policy, whole staff PDM and planning support, as required.</p> <p>Pupil progress meetings (PPM) with the Principal support all teachers to identify KPI objectives and next step objectives for all children in Maths.</p> <p><i>£500 allocated to buy additional resources to purchase additional equipment and/or manipulatives to ease simultaneous bubble teaching.</i></p>	<p><b>Pupil progress in Writing 2020-21 (from 2.11.20-8.12.20)</b></p> <table border="1" data-bbox="1467 247 1814 534"> <thead> <tr> <th>Autumn 2020</th> <th>Aut 2</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>5.7</td></tr> <tr><td>Year 2</td><td>0.7</td></tr> <tr><td>Year 3</td><td>0.7</td></tr> <tr><td>Year 4</td><td>0.5</td></tr> <tr><td>Year 5</td><td>0.5</td></tr> <tr><td>Year 6</td><td>1.3</td></tr> <tr><td>Whole school</td><td>1.5</td></tr> <tr><td>Whole school 2020-21</td><td>1.5</td></tr> </tbody> </table> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020) **Due to White Rose LTP sequence, progress in Maths is likely to be slower than in Reading and Writing. This is because the sequence means that objectives are not covered (and therefore cannot be assessed) until later in the academic year.</p>	Autumn 2020	Aut 2	Year 1	5.7	Year 2	0.7	Year 3	0.7	Year 4	0.5	Year 5	0.5	Year 6	1.3	Whole school	1.5	Whole school 2020-21	1.5	<p>Maths Lead (LB) and Principal</p>	<p>December 2020</p>
Autumn 2020	Aut 2																					
Year 1	5.7																					
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<p><b>Gaps in children's Science knowledge, skills and conceptual understanding are addressed</b> through teaching that identifies pre-requisite knowledge so that children can make links to learning and develop conceptual understanding.</p>	<p>Science Lead review of long term planning to identify what learning was missed and what pre-requisite knowledge and conceptual understanding need to be taught in order for children to better understand new learning and support staff, as required, in adapting Engaging Science teaching sequences accordingly.</p> <p>The rationale and guidance on how to implement this approach provided through revisions to the Science Policy, whole staff PDM and planning support, as required.</p> <p><i>£500 allocated to buy additional resources to purchase additional equipment and/or manipulatives to ease simultaneous bubble teaching.</i></p>		<p>Science Lead (KMO) and Principal</p>	<p>February 2021</p>																		
<p>Gaps in children's context specific knowledge, skills and understanding are mitigated by the implementation of a <b>new curriculum that focuses on key concepts (eg. Chronology, causation) in the Humanities</b></p>	<p>Humanities Lead, Principal and Vice Principal led a redesign and launch of the Humanities curriculum, including the development of long term, medium term and short term planning to reflect the aims and objectives of the National Curriculum. This system also includes a progressive list of key vocabulary that should be introduced and embedded throughout</p>		<p>Humanities Lead (ST), Vice Principal and Principal</p>	<p>February 2021</p>																		

<p><b>curriculum to develop the requisite skills to be assessed as achieving age-related objectives in History, Geography.</b></p>	<p>the sequence of lessons, to develop a wider vocabulary that builds cultural capital and supports children to comprehend when reading.</p> <p>Staff have been trained on our new approach during INSET days and follow up PDMs, had bespoke support from the Principal and Curriculum Lead, with planning being monitored (and further support given through bespoke planning support meetings with the Principal and an external consultant) to help teachers to make links to previous teaching and to design teaching sequences that emphasise key concepts, as well as context specific knowledge.</p> <p><i>No additional funding allocated for this strategy, as proportional funding for this has been allocated through Pupil Premium Grant funding.</i></p>			
<p>Early career teachers are supported and benefit from additional mentoring and support</p>	<p>NQT mentor to meet with NQT for one hour per week.</p> <p>Early induction (throughout Autumn 2, 2020) for NQT taking class teacher role from January 2021.</p> <p><i>£5900 allocated to enable early induction for the teacher and full transition meetings between the previous and new class teacher.</i></p>	<p>Early induction of NQT (Autumn 2) enabled quality assurance on planning and resources by Writing, Maths and Humanities Leads (December, 2020)</p>	<p>NQTs Principal Writing, Maths and Humanities Leads</p>	<p>December 2020</p>

## Teaching and whole school strategies

### Teaching assessment and feedback

Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date
Children receive high quality verbal feedback and written marking to enable them to make accelerated progress in lessons, through sequences of learning and over time.	Covid specific amendment to the Feedback and Marking Policy so that staff have clarity about how to maintain high quality feedback and marking despite Covid restrictions. Focus of INSET in September 2020.  Additional INSET day allocated to train staff on Covid specific ways of working. <i>No additional funding allocated for this strategy.</i>	All staff are able to use and apply the Feedback and Marking Policy (seen in books week 14.9.20)	Principal	September 2020
Teachers are aware of how to use the Target Tracker assessment system to plan to teach and/or reinforce pre-requisite knowledge and skills alongside new learning <b>so that gaps between prior attainment and end of year expectations are reduced.</b>	Teacher training and support on the use of Target Tracker to assessment, use gap analysis tools and apply the agreed key performance indicator (KPI) system to teach and/or reinforce pre-requisite knowledge and skills alongside new learning <b>so that gaps between prior attainment and end of year expectations are reduced.</b>  Pupil progress meetings (PPM) with the Principal support all teachers to identify KPI objectives and next step objectives for all children in Reading, Writing and Maths.  <i>No additional funding allocated for this strategy.</i>	<b>System embedded and Pupil Progress Meetings used by Senior Leaders to drive pupil progress in Reading (2.4), Writing (2.1) and Maths (1.5)</b> <i>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</i> <i>**Due to White Rose LTP sequence, progress in Maths is likely to be slower than in Reading and Writing. This is because the sequence means that objectives are not covered (and therefore cannot be assessed) until later in the academic year.</i>	Principal and Vice Principal	December 2020  March 2021  July 2021
<b>Transition support</b>				
Children are aware of who their 2020-21 teacher is and new to EYFS parents/carers are aware of who the EYFS, DSL and SLT are.	Videos from 2020-21 class teachers made and sent to all children.  Core SLT to be visible at the start and end of the school day to meet and greet and/or explain Covid measures in place to children and families.  <i>No additional funding allocated for this strategy.</i>	Pupil Voice interviews (September 2020)- 100% of classes where children are aware of how to keep themselves and others safe from Covid-19	Core SLT, DSL, EYFS leads. Class teachers	September 2020
Children are aware of Covid safe measures put in place by school and adhere to these guidelines to keep themselves and others safe	Two-day focus on explaining the systems, procedures and routines needed to keep children and others safe. This included 'hands-face-space' guidance and the development of classroom rules- in consultation with the children- about how to behave in a Covid secure environment.  <i>No additional funding allocated for this strategy.</i>	In 100% of classes children feel that the expectations relating to Covid-19 (included in the classroom rules) are applied consistently and fairly by teachers	Core SLT and Class teachers	September 2020

## Targeted approaches

### One to one and small group tuition

Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date												
<p><b>Identified pupils SEND learners (with EHCPs) and recently arrived pupils make accelerated progress in Reading, Writing and Maths</b> as additional staffing is utilised to teach missed learning and provide opportunities to teach and/or reinforce pre-requisite knowledge and skills alongside new learning.</p>	<p>Additional phonics sessions in Key Stage 2 (2 x daily from September-December 2020) for identified learners in Year 3 and Year 5.</p> <p>Increased staffing in Year 3 and Year 6 (key transition year groups) to support SEND learners (with EHCPs) and recently arrived pupils.</p> <p>Pupil progress meetings (PPM) with the Principal support all teachers to identify KPI objectives and next step objectives in Reading, Writing and Maths.</p> <p><i>£8,800 allocated for additional 1.5 days per week of Teaching Assistant support, based in the Year 3 and Year 6 bubble.</i></p>	<p><b><u>EHCP Pupil progress in Reading, Writing and Maths 2020-21 (from 2.11.20-8.12.20)</u></b></p> <table border="1"> <thead> <tr> <th>Autumn 2020</th> <th colspan="2">Ave subgrades progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td colspan="2">2.3</td> </tr> <tr> <td>Writing</td> <td colspan="2">1.0</td> </tr> <tr> <td>Maths</td> <td colspan="2">1.1</td> </tr> </tbody> </table> <p>**Due to White Rose LTP sequence, progress in Maths is likely to be slower than in Reading and Writing. This is because the sequence means that objectives are not covered (and therefore cannot be assessed) until later in the academic year.</p>	Autumn 2020	Ave subgrades progress		Reading	2.3		Writing	1.0		Maths	1.1		<p>SENDCo Key Stage /Phase leaders (DD &amp; ST) and Principal</p>	<p>December 2020</p>
Autumn 2020	Ave subgrades progress															
Reading	2.3															
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<p>Children in Key Stage 1 and Year 6 receive small group support (provided by qualified teachers) to support the children in these cohorts to make accelerated progress in Reading, Writing and Maths.</p>	<p>Additional staffing capacity- provided by qualified teachers- deployed to over-staff Key Stage 1 to provide interventions, additional Phonics teaching, targeted support in class for different prior attainment groups and to support EYFS to Year 1 transition.</p> <p><i>£6,500 allocated for additional teacher to support Key Stage 1 in Autumn 1, 2020.</i></p> <p><i>Additional teacher (0.6) full year to support Year 6 children to make accelerated progress in Reading, Writing and Maths.</i></p> <p><i>Additional teacher (0.6) from Autumn 2 until Summer 2 in Key Stage 1, deployed but proportional payment for this funded by Pupil Premium Grant.</i></p>	<p><b><u>Pupil progress in Reading, Writing and Maths 2020-21 (from 2.11.20-8.12.20)</u></b></p> <table border="1"> <thead> <tr> <th>Autumn 2020</th> <th>KS1</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.0</td> <td>1.4</td> </tr> <tr> <td>Writing</td> <td>3.3</td> <td>1.6</td> </tr> <tr> <td>Maths</td> <td>3.2</td> <td>1.3</td> </tr> </tbody> </table> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</p> <p>**Due to White Rose LTP sequence, progress in Maths is likely to be slower than in Reading and Writing. This is because the sequence means that objectives are not covered (and therefore cannot be assessed) until later in the academic year.</p>	Autumn 2020	KS1	Y6	Reading	4.0	1.4	Writing	3.3	1.6	Maths	3.2	1.3	<p>Key Stage /Phase leaders (DD &amp; ST) and Principal</p>	<p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
Autumn 2020	KS1	Y6														
Reading	4.0	1.4														
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## Wider strategies

### Supporting parents and carers

Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date																														
<p><b>Pupil attendance is at optimal possible levels</b>, as parents/carers received support and guidance about Covid regulations relating to attendance.</p>	<p>Additional staffing capacity to support attendance checks, first day absence phone calls and to provide guidance and support to parents/carers relating to Covid-19 regulations.</p> <p><i>£2,535 allocated for additional 0.5 days per week of Pastoral Support Team time during the Autumn 1 half term.</i></p>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of Pupils</th> <th>20-21 %</th> </tr> </thead> <tbody> <tr> <td colspan="2">Total:</td> <td>93.4%</td> </tr> <tr> <td>Nursery</td> <td>25</td> <td>87.2%</td> </tr> <tr> <td>Reception</td> <td>50</td> <td>92.3%</td> </tr> <tr> <td>Year 1</td> <td>50</td> <td>94.1%</td> </tr> <tr> <td>Year 2</td> <td>45</td> <td>92.2%</td> </tr> <tr> <td>Year 3</td> <td>60</td> <td>95.9%</td> </tr> <tr> <td>Year 4</td> <td>59</td> <td>95.1%</td> </tr> <tr> <td>Year 5</td> <td>58</td> <td>95.9%</td> </tr> <tr> <td>Year 6</td> <td>70</td> <td>94.4%</td> </tr> </tbody> </table>	Year Group	No. of Pupils	20-21 %	Total:		93.4%	Nursery	25	87.2%	Reception	50	92.3%	Year 1	50	94.1%	Year 2	45	92.2%	Year 3	60	95.9%	Year 4	59	95.1%	Year 5	58	95.9%	Year 6	70	94.4%	<p>Pastoral team lead (KLM) and Principal</p>	<p>November 2020</p> <p>December 2020</p> <p>February 2021</p> <p>March 2021</p> <p>May 2021</p> <p>July 2021</p>
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<p>Children will be supported to access learning at home with increased independence. 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>Staff training- provided by Ed Tech- on how to set and monitor home learning, provide feedback on learning submitted and developing appropriately challenging learning.</p> <p>Computing curriculum time allocated to children being shown how to access home learning- through Google Classroom.</p> <p>Letter and Loom video (available through school website) to show parents/carers how to access home learning via Google Classroom.</p> <p><i>No additional funding allocated for this strategy, as funding was secured for the use of Google Classroom and EdTech support for training.</i></p>	<p>Home reading approach shared with parents/carers 7.9.20</p> <p>Remote learning policy in place and shared with parents 4.11.20</p> <p>Update provided on 5.1.21 due to national lockdown</p>	<p>Vice Principal (SW) and class teachers</p>	<p>December 2020</p>																														
<p>Children have access to laptops purchased, in addition to those funded and provided by the DfE to support remote learning</p>	<p>An additional 3 laptops purchased to support families, who do not have access to any device, to have access to remote learning.</p> <p><i>£1,770 (previously contingency funds) allocated for purchase and additional technical support for three laptops with relevant software and security systems</i></p>		<p>Vice Principal (SW) and Principal</p> <p>Foresight</p>	<p>To be purchased and allocated in January 2021</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 and/or access the online learning.</p>	<p>Guidance for providing paper-based home learning packs developed in PDMs. These will be available to families from the third day of absence. EYFS team meetings used to develop agreed EYFS home learning pack.</p> <p><i>£1,500 allocated to buy additional resources to support class bubble closures and/or individual pupil absence due to self-isolation.</i></p>	<p>Remote learning equipment packs provided for all families (N-Y6) and available for collection from 6.1.21 due to national lockdown</p>	<p>Vice Principal (SW) and class teachers</p>	<p>December 2020</p> <p>Reviewed Jan 2021-national lockdown</p>																														

<p>During class bubble closures and/or individual pupil absence due to self-isolation, children can access additional devices so that they can access online home learning direct teaching and activities.</p>	<p>38 laptops provided free of charge through the DfE scheme (Autumn 2020)- no funds allocated for these devices.</p> <p><i>£1,225 allocated for additional technical support for setting up of laptops with relevant software and security systems (equivalent to one day per half term by external technical support company)</i></p>		<p>Vice Principal (SW) and class teachers</p>	<p>December 2020 Reviewed Jan 2021-national lockdown</p>
<p>Teachers have laptops that are equipped with webcams and visualisers to allow the teachers to provide direct teaching that is more closely linked to the curriculum from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase and set up 16 visualisers that can be used at home and/or in school to support teachers to provide direct teaching in the event of whole school and/or class bubble closures.</p> <p><i>£2,910 allocated for additional technical support for purchase and setting up of visualisers with relevant software (includes cost of one day of external technical support company time to set up hardware and software)</i></p>			

<p>Total Covid catch up funding allocated for <b>Teaching and whole school strategies</b></p>	<p>£7,400</p>
<p>Total Covid catch up funding allocated for <b>Targeted approaches</b></p>	<p>£15,300</p>
<p>Total Covid catch up funding allocated for <b>Wider strategies</b></p>	<p>£9,940</p>
<p><b>TOTAL PLANNED EXPENDITURE (as January, 2021)</b></p>	<p>£32,640</p>