

Woolton High School Catch up funding

The Government announced a one-off funding allocation to schools, to ensure that they have the support they need to help all pupils make up for lost teaching time as a result of the COVID-19 National Lockdown from March to July 2020.

We anticipate our school will receive approximately **£9,800** during **2020-21**.

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.

To support schools to make the best use of this funding, the Education Endowment Foundation published a support guide for schools to use to provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

The Department for Education (DfE) have advised schools use this document to help them direct their additional funding in the most effective way.

Examples of this include:

- **Supporting great teaching** – ensuring every teacher is supported and prepared for the new year. Providing opportunities for professional development e.g.: curriculum planning, effective use of technology etc.
- **Pupil assessment and feedback** – providing pupils with high quality feedback built on accurate assessment, in particular making effective use of regular formative assessment (e.g.: quizzes, observing pupils in class) while avoiding the introduction of unnecessary tracking systems.
- **Small group or one-to-one tuition** (particularly through the National Tutoring Programme). Where tuition is delivered by teachers or teaching assistants, providing training linked to specific content and approaches is beneficial.
- **Extended school time** – schools may consider extending the length of the school day to provide additional academic or pastoral support to particular pupils after school.
- **Intervention programmes** – particular focus may be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need. This may also include other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.
- **Access to technology & remote learning** – barrier for many disadvantaged children. Schools may find it helpful to invest in additional technology (providing pupils with devices or improving the facilities available in school). Also developing remote education so that it is integrated into school curriculum planning.

How We Are Going to Spend the Catch-Up Premium Funding at Woolton High

Upon returning in September, we quickly began to identify key areas of the children's education that had been impacted by the lockdown period.

It soon became apparent that in our school maths, reading, spelling and phonics were emerging as our highest priorities to address. This also reflected the wider Local Authority picture and also is given specific mention in DfE guidance.

By prioritising all of the above identified this would consequently have a significant positive impact on all our children's wider curriculum learning also.

Cost to school – approximately

- Maths Specialist Tutor - £4,900
- English Specialist Tutor (Agency Supply through NTP) - £3,421
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Maths, Reading, Spelling, phonics & Creative Writing

Measuring the Impact of Our Actions

In the Autumn term, we carried out a set of baseline and informal assessments on our pupils to assess the impact that the National Lockdown had on our pupils in 2020 – 2021.

To measure the impact of our all of the above actions, we will hold:

- Monthly progress meeting to assess and regroup the pupils and adjust the action plan (if necessary) – all completed with an external consultant through the National Tutoring Program.
- Half termly assessments
- Pupil progress meetings – for Maths and English

We will also scrutinise:

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