

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

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|--|---------------------------------------|
| ACADEMY NAME | Wroughton Infant and Junior Academies |
| PRINCIPAL/HEADTEACHER | Dr Craig Avieson |
| CHAIR OF ACADEMY IMPROVEMENT BOARD | Mr Mark Mumby |
| AMOUNT OF COVID-19 CATCH-UP PREMIUM | £44,560 (£80 x 557) |

| Strategy Area | Specific strategy | Success criteria | Evaluation | COST | Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|--|--------------------|---------|---|--|--|-------|--|--|--|--------|-----|------|------|-----|----|-------|-------|------|---------------|----|-------|-------|------|-------------------|----|-------|-------|------|-----|----|-------|-------|------|---------|----|-------|-------|------|
| Teaching and whole-school strategies | Intervention teacher employed to close gaps in English and Maths – small group tuition across KS2 | Year 6 children achieve end of Year targets and in-line with age-related expectation. | Partially complete | £25,000 | 16 children working with intervention teacher in maths and 8 in reading moved from below expected standard to on track to pass. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching whole-school strategies | Purchase additional reading materials (guided reading books and home readers) | EYFS (CLL) – at national average Phonics above national expectations Year 2 reading at national average Parentview - feedback | Fully complete | £6,000 | All children benefited from new 'Steps to Read' scheme. 94% of Y2 children passed phonics screening. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted approaches | Small group tuition and one2one for Y6 disadvantaged children in reading | Progress score of Y6 disadvantaged children is at least 0 | Partially complete | £2,500 | Minimal gaps between achievement of disadvantaged pupils and others. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted approaches | Small group tuition for Y2 disadvantaged children in maths (TA led interventions) | Year 2 children achieve age-related expectations | Partially complete | £2,800 | <table border="1"> <thead> <tr> <th></th> <th></th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>Pupils</th> <th>95+</th> <th>100+</th> <th>110+</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>68</td> <td>70.59</td> <td>63.24</td> <td>5.88</td> </tr> <tr> <td>Disadvantaged</td> <td>34</td> <td>61.76</td> <td>50.00</td> <td>2.94</td> </tr> <tr> <td>Non-disadvantaged</td> <td>34</td> <td>79.41</td> <td>76.47</td> <td>8.82</td> </tr> <tr> <td>SEN</td> <td>15</td> <td>46.67</td> <td>40.00</td> <td>0.00</td> </tr> <tr> <td>Non-SEN</td> <td>53</td> <td>77.36</td> <td>69.81</td> <td>7.55</td> </tr> </tbody> </table> | | | Maths | | | | Pupils | 95+ | 100+ | 110+ | All | 68 | 70.59 | 63.24 | 5.88 | Disadvantaged | 34 | 61.76 | 50.00 | 2.94 | Non-disadvantaged | 34 | 79.41 | 76.47 | 8.82 | SEN | 15 | 46.67 | 40.00 | 0.00 | Non-SEN | 53 | 77.36 | 69.81 | 7.55 |
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|---------------------------|--|---|--------------------|-----------------|---|
| Targeted approaches | Small group tuition for Y1 disadvantaged children in phonics, and all Y2 children taking 2020 phonics test Additional RWInc training for staff and phonics leader – use of RWInc tutor termly | 91% of Y1 and 90% of Y2 children taking phonics screening check at expected. Feedback from staff | Partially complete | £6,500 | Y1 children on track to pass phonics screening in Dec 2021. 94% of Y2 children passed phonics screening. |
| Wider approaches | Provide an additional 8 spaces in breakfast/after-school clubs care for children of key workers | Attendance for children in wrap around care is at least 96% | Incomplete | £2,460 | Wrap around care restricted to a small number of critical workers' children due to Covid. |
| TOTAL AMOUNT SPENT | | | | £ 44,560 | |

Additional comments/evaluations (if required):