



### Catch Up Premium Holistic Plan 2020-2021

Total predicted funding allocation	£6,960
Autumn & Spring terms payment	£4,060.29
Summer term payment	£2,899.71

Priority	Why?	Actions	Impact	Cost
Social, emotional and mental health.	Many children will have had limited social contact with their peers for in excess of 5 months. Children will need support to re-establish their connections as well as process the life changing factors of the Covid pandemic.	Forest School Sessions Every child to have a fortnightly forest school session with their year group.	As a result of dedicated time to bond with their peers, free from academic classroom constraints, children's relationships will return to a positive foundation. Following Maslow's hierarchy of need, children will be ready to learn within the classroom and as a result academic progress will be increased.  EEF states that forest school can provide an opportunity for collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion will also be involved. On average, children who participate in adventure learning situations make approximately four months additional progress.	£100 per week for 14 weeks totalling £1400
Social, emotional and mental health.	Children will have had different experiences of the pandemic and will require time and stimuli to discuss their experiences and support to process what has happened and what is still happening.	Purchase of 'real' books to support discussion.	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	£100 per class totalling £400
Mathematic Progress	Whilst many children have accessed online learning through White Rose Maths and Oak National Academy resources, the progress of children will have been	Purchase of 1:1 resources to support the acquisition of core skills such as Power of One and Power of Two resources.	As a result of focused interventions based on developing recall and retention of key maths skills and facts, class based staff are able to focus on mathematical reasoning and children will make accelerated progress to end of year outcomes.	£560 allocated

	significantly inhibited by a lack of face to face teaching for a term and a half.			
English - Reading	Whilst many children have accessed online learning through Seesaw, Zoom sessions and Oak National Academy resources, the progress of children will have been significantly inhibited by a lack of face to face teaching for a term and a half.	Stars reading assessment to track reading age progress and intervention where required. Accelerated Reader programme – key stage 2	EEF studies show that use of Accelerated Reader provides a + 8 month increase on children’s reading age. As a result, all children will be fluent readers, in line with their age group and subsequently reading comprehension attainment will be in line, or above, national figures. Children will be reading ‘real texts’ of a high quality which will also have a positive impact on writing as children will have been exposed to high quality vocabulary.	Accelerated Reader - £2000 Additional book purchases £600
English – Writing	Parent feedback has shown that whilst children have read and completed topic and maths activities at home, motivation for writing has not been as strong.	Quality First Teaching in the classroom with focused feedback from adults. Engaging texts used to encourage pupil interest. Read, Write INC spelling scheme – Yr2-6. English writing focus whole school monitoring and moderation.	As a result of focused teaching of spelling patterns in Yrs 2 – 6, this will build on the strong teaching of phonics in EYFS and KS1, children’s writing attainment will be in line with national outcomes. Through the use of engaging texts and focused feedback, children will know their next steps and be motivated to complete high quality pieces of work. As a result of regular monitoring and professional discussions with colleagues, staff will know what is working well in the classroom and what needs to be further developed, this will ensure that no child is left behind and progress in writing is good.	Already factored into school budget.
Technology	Access to up to date technology will benefit children’s access to online interventions and resources such as Accelerated Reader and Times Table Rockstars. It will also support online teaching should the need arise with a further lockdown.	Purchase of tablets and charging station to be used in school.	As a result of the purchase and use of tablets, children are able to access online interventions and support with increased frequency. This will have enabled children to make progress across the curriculum and in areas of highest need. If there is a local lockdown or we have children who cannot access technology at home, the school will have additional capacity to provide devices to families on a loan basis.	Funding allocated from catch up premium: £2000 Funds raised by Friends of Woodseaves Parents Group: £700 Total available: £2700