



Fleet Wood Lane School COVID Catch up fund plan



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 enables schools to outline how they are 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.



Whole School Support

For example

Transition Support

Professional development

Mentoring for early career teachers

Pupil assessment and feedback



Targeted Academic Support

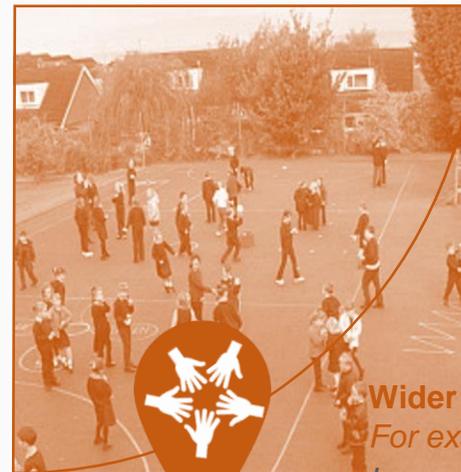
For example

Structured interventions

Small group tuition

One to one tuition

Extended school time



Wider Support

For example

Increasing attendance

Behaviour approaches

Home learning support

Access to technology

Supporting parents and carers

Catch-up plan

School name:	Fleet Wood Lane School
Academic year:	2020-21
Total number of pupils on roll:	165
Total catch-up budget:	13,200
Date of review:	November 2021

STRATEGY STATEMENT

Key priorities

- Core approaches to helping pupils catch up missed learning
- Overall aims of catch up premium strategy
- To ensure all pupils in all groups return to prior progress
- To further return the attainment of all pupils to close the gap created by COVID 19 school closures ensuring disadvantaged pupils achieve in line with their peers

Barriers to future attainment

- Access to first quality teaching for pupils unable to attend from March to July 2020.
- Missed learning in reading, writing, maths and links with other subjects
- Improving attendance and readiness to learn for the most disadvantaged to ensure gaps are narrowed

Additional barriers (external barriers)

- Adapting to the required COVID environment restrictions
- Parent concern regarding children returning to the safety of full education
- Parental confidence about remote learning

Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Use of PiXL transition unit materials to inform planning to address lost learning.</p> <p>Use of PiXL check point one tests and completion of gap analysis to inform planning and intervention</p>	Improved RWM outcomes	Learning gaps relating to core subjects have reduced	£3000	TAs to deliver planned interventions and PiXL therapies	
Increased capacity to facilitate phonics intervention in Y1 and Y2.	Improved phonics outcomes	Learning gaps relating to phonics have reduced.	£4500 (8 Weeks)	Additional teaching staff to support interventions.	
Purchase of 'Virtual library' facility (MYON) to aid reading during lockdown and blended learning as necessary	Improved reading outcomes	Learning gaps relating to reading have reduced	£2500	SLK	
Total spend:			£10,000		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Increased provision of Sensory circuits	Identified children are given planned sensory therapies by trained practitioners to support them	Increase of support impacts the emotional wellbeing of targeted children so that their outcomes are improved / attendance rates improve.		SK/EW	
Purchase of online resources and subscriptions to facilitate and aid online learning during lock	Pupils who have not read during lockdown and are switched off reading are enthused as readers	Learning gaps relating to reading have reduced.	£500	SLT	
Purchase of phonics books	Improved phonics outcomes	Learning gaps relating to phonics across the school have reduced. School can evidence phonics and spellings gaps which have widened as a result of lockdown are removed	£ 400	SLK	
Total spend:			£900		

Wider support

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase of additional ipads/tablets to support intervention work, and SEND children	Improved accessibility to learning, resulting in improved outcomes.	SEND outcomes improved Outcomes for identified children improved.	£ 1300	MA	
Sourcing of Vodaphone SIM cards to aid remote learning	Improved access for remote teaching for live lessons	Improved pupil outcomes. Learning gaps reduced.	£0	MA	
Development of outdoor space resources	Ensuring that there is year round access to all outdoor learning resources as a sustainable approach as the field will need to be used in all weathers is not accessible between November and March.	Large scale purchase of waterproof equipment and storage including wellington boot racks will allow consistent use of the woods, willow dome, fire pit and seating to aid pupil well being and support for pupils post lockdown. Teachers will be able to evidence the impact of working outside on pupil behaviour and attitudes towards learning through focus children.	£1000	SR	
Total spend:			£ £2300		

Total: £13,200

Summary report

What is the overall impact of spending?

The school will create baselines from:

- Year 2 Phonics Screening Check December 2020
- PiXL tests
- PLCs
- Teacher assessments

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £