



Wilton Primary Academy Covid Catch up Premium

Summary Information

School	Wilton Primary Academy				
Academic Year	2020-2021	Total Catch-Up Premium	£4480	Number of pupils	49

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.

In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children. The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Ambition Institute Science of Learning CPD as well as the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all children. We also worked with the other academies in our trust to share ideas and to build an evidence base.

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.

How we will use the funding

We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on curriculum expectations for the next academic year.

Identified impact of lockdown



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Maths	Specific units of work across all strands of maths was missed from March-July 2020 and again in January-March 2021. This has led to gaps in learning and sequencing of learning not being able to be built upon as planned. Recall of basic number skills and strategies has proven difficult with some children not able to recall addition, subtraction and multiplication facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited to activate prior knowledge and some strategies need teaching.
Writing	Whilst most children retained the ability to write, the content and cohesion of writing has been significantly impacted by not being applied regularly. Those who maintained writing throughout lockdown are less affected, however, those who evidently didn't write much have had to work additionally hard on writing stamina.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families due to the range of electronic books and paper based resources and videos made available during lockdown. However, many children are less fluent in their reading, across all year groups. The gap between those children that read widely during lockdown and those children who did not is now wider.
Non-core	There are now significant gaps in knowledge where whole units of work have not been taught. This means children are less able to make connections between concepts and themes throughout the curriculum and build on prior learning. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Well-being	As a result of the ongoing pandemic and the impact on our community, we have seen an increase in the numbers of children now entitled to FSM.



Planned expenditure

1. Teaching and whole-school strategies		
Desired outcome	Chosen action and anticipated cost	Impact
Core subjects and foundation subjects are planned with increasing detail and consideration based on assessment for learning to identify gaps in knowledge.	Additional teacher employed to ensure classes have no more than 2 year groups to allow for purposeful and impactful differentiation.	

2. Wider strategies		
Desired outcome	Chosen action and anticipated cost	Impact
<p>Blended learning (supporting parents and children): Children have greater opportunities to access learning at home. Home-learning will be supported by guidance and videos, affording the children greater independence and increasing the likelihood that parents can sustain home- learning.</p> <p>Children have access to appropriate stationery and either digital or paper-based home-learning if required.</p>	Showbie to be used to share work and gather evidence both in the academy and at home when required.	
		Cost paid through Covid catch-up
		£4480
		Cost paid through school budget
		£40602



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