

Catch-Up Premium Plan

Whiteshill Primary School

Summary information					
School	Whiteshill Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,920	Number of pupils 99	XXX

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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.

Use of Funds	EEF Recommendations
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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 for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
Maths	<i>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys, particularly in the broader parts of the maths curriculum e.g. statistics, geometry, measure. Children's fluency of number and calculation recall has been lost due to lack of practise over the summer term when they would normally be practising fluency skills daily e.g. times tables, addition facts, written and mental calculation methods. This is more the case in Key Stage 1 where younger children were not able to access online fluency activities as well as older, more independent children. Children still have an appetite for maths and lockdown does not seem to have affected their attitudes overall.</i>
Writing	<i>Children did not complete the breadth of writing curriculum that they would have normally during 2019/20. They also missed out on developing the stamina and momentum that they would have normally during the summer term, particularly in Key Stage 1 where the summer term is often when they develop the ability to write more at length and with increasing independence. Grammar and punctuation accuracy has been impacted as well, where children have not developed the fluency they would have done.</i>
Reading	<i>Feedback from parents and children suggests that pupils accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children in Key Stage 1 did not have access to level appropriate books throughout the lockdown which meant that their phonics knowledge was not rigorously practise and therefore this has impacted on their progress and attainment in phonics and reading.</i>
Non-core	<i>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</i>
Baseline Assessment	<ul style="list-style-type: none"> • EYFS – 80% on track for reading, 86% on track for writing, 80% on track for maths • Year 1 – 60% on track for reading, 73% on track for writing, 80% on track for maths • Year 2 - 85% on track for reading, 62% on track for writing, 69% on track for maths • Year 3 – 90% on track for reading, 73% on track for writing, 82% on track for maths • Year 4 - 60% on track for reading, 60% on track for writing, 73% on track for maths • Year 5 – 85% on track for reading, 85% on track for writing, 92% on track for maths • Year 6 – 73% on track for reading, 67% on track for writing, 60% on track for maths

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting mental wellbeing:</u></p> <p>Wellbeing lead will put in place a plan for supporting mental wellbeing of pupils.</p>	<p><i>Additional time for wellbeing lead to plan our initial response to mental wellbeing during COVID.</i></p> <p><i>Additional time for SENCo to put personalised plans in place for those children identified as being particularly impacted with their SEMH.</i></p> <p><i>Additional time for wellbeing lead to plan and implement long term wellbeing strategy for pupils, staff and parents.</i></p> <p style="text-align: right;">(£700)</p>	<p>Mental wellbeing weeks took place following each national lockdown. 72% of parents surveyed said this had a positive impact on their children's wellbeing, with a further 29% saying it did to some extent. 89% of parents surveyed said they felt this was a positive way to support the children on their return to school.</p> <p>Introduction of mental wellbeing days during second lockdown and weekly mental wellbeing zoom meeting for classes had positive impact on children (see results of wellbeing survey). 78% of parents surveyed said this had a positive impact on their children's wellbeing and 64% said it had a positive impact on their own wellbeing. 86% of parents surveyed said their child looked forward to the zoom call each week and 42% said it was good for their children's wellbeing.</p> <p>Number of children identified with SEMH needs increased to 12 from 6 previously identified. MyPlans in place for all children with SEMH need identified and interventions happening in line with plan. SENCo engaged outside agencies including CAMHS, TIC+, EdPsych, Barnados and ATS to support identified children. See case studies.</p>	<p>KM – wellbeing lead</p> <p>JC - SENCo</p>	<p>July 2021</p>

<p><u>Supporting great teaching:</u></p> <p><i>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</i></p>	<p><i>Additional time for teachers to research and plan non-core subjects and INSET day will be used to look at gaps in non-core subjects from the national lockdown and the impact this will have on learning going forwards.</i></p> <p style="text-align: right;">(£500)</p>	<p>Recovery curriculum planned to ensure gaps in non-core subjects are filled going forwards.</p> <p>Long term plans now in place for each subject so that every curriculum area is covered in full therefore children build on their knowledge and skills each year in line with national curriculum expectations.</p>		
<p><u>Teaching assessment and feedback</u></p> <p><i>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</i></p>	<p><i>Use existing end of year expectations to inform teacher assessments, informed by Pira reading baseline and GloMaths ready to progress tests. Termly pupil progress meetings to identify those children who need extra support.</i></p> <p style="text-align: right;">(£210)</p>	<p>Impact is that on average, all of Key Stage 1 and 2 year groups made at, above or well above expected progress in 2020/21 in reading and maths, despite the national lockdown in the spring term. All year groups except year 2 made on average above expected progress in writing in 2020/21 despite the national lockdown in the spring term.</p>	HF	July 2021
Total budgeted cost				£ 1410

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group intervention</u></p> <p><i>92% of children in year 2 pass phonics screening test at the end of the autumn term.</i></p> <p><i>80% of year 1 children are on track for reading and writing by the end of the year.</i></p> <p><i>85% of year 2 children are on track for reading and writing by the end of the year.</i></p>	<p><i>Employ supply teacher to provide phonics and reading catch-up interventions for year 1 and 2 children.</i></p> <p><i>Purchase levelled books at phase 5 and beyond which match children's phonics knowledge.</i></p> <p style="text-align: right;">(£3600)</p>	<p>On average, year 1 children made well above expected progress in reading and writing and year 2 children made above expected progress in reading and slightly below expected progress (5.8 compared to 6.0) in writing.</p> <p>84% of year 2 children passed the phonics screening test at the end of the autumn term (one less than targeted).</p>	HF	July 2021

		73% of year 1 children were on track for reading and writing (one less than targeted) and passed a phonics screening test in the summer term, despite the spring national lockdown. 83% of year 2 children were on track for reading and writing by the end of the year.		
<u>1-to-1 and small group intervention</u> 81% of year 3 children are on track for reading, writing and maths by the end of the year. 66% of year 4 children are on track for reading and writing and 73% for maths.	<i>Employ TA to support year 3 and 4 class through targeted intervention and in-class support following the spring term lockdown.</i> (£2400)	83% of children in year 3 were on track for reading, writing and maths. 92% of children in year 4 were on track for reading and 86% for writing and maths.	HF	July 2021
			Total budgeted cost	£6000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> <i>Home-learning opportunities will be supported further by teaching staff through the use of an online messaging service during local and national lockdowns.</i> <i>Children in EYFS and Key Stage 1 will have access to online reading books which are in line with their phonics learning. This will lead to 80% of year 1 children being on track for reading by the end of the year and 85% of year 2 children being on track for reading by the end of the year.</i>	<i>Class Dojo will be implemented and staff given training on its use for messaging parents and children at home during local and national lockdowns.</i> <i>Oxford Owl and Bug Club reading books will be purchased to ensure children in EYFS and Key Stage 1 have access to appropriate reading books at home in line with their phonics progress during local and national lockdowns.</i> £500	Parental survey following second national lockdown showed that 100% of those surveyed found the Dojo messages useful to some extent. 73% of year 1 children were on track for reading (one less than targeted) 83% of year 2 children were on track for reading.	SC – English subject lead	July 2021
			Total budgeted cost	£ 500
			Total Cost paid through Covid Catch-Up	£7910