 **Westlea Primary School**  **Catch-Up Premium Plan**

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| **Summary Information** | | | | | |
| **School** | Westlea Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £23,920 | **Number of pupils** | 304 |

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| **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 (COVD-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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.  On entry in September, the fine motor skills of the youngest children have been observed and are under significantly underdeveloped. |
| **Reading** | Children 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 are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly widened. |
| **Communication and Language** | Across the school, particularly with some of the EAL children the, the ability to communicate has deteriorated. Observations of the youngest children have highlighted the inability to sequence word strings of more than 3 words, defaulting to single word responses. The quality of speech is noticeably immature. In turn, the language and communication delays will impact on all other areas of the curriculum. |
| **Non-core** | 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, residential visits, visitors and powerful curriculum moments. |
| **Mental Health and Wellbeing** | * **Time spent on mental health, wellbeing and social skills development** will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Therefore, identify the mental health needs of pupils that have arisen as a result of the pandemic. Ensure a range of targeted strategies are planned to meet the needs of the school. |
| **Approaches that will not be used** | * Cramming missed learning * Pressuring children and families into rapid learning * Teachers time spent highlighting missed objectives * Teachers time spent ticking off assessment points and extra tracking |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
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| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Ensure all children are attending school regularly  School attendance is 95% (not including Covid related absences) | Monitor attendance daily and liaise with parents/carers  Log Covid related absences separately and close track return to school dates  Work closely with the EWO to ensure all children return to school |  | Office and Headteacher | Feb 21 |
| KS1 and EYFS Booster  Close the gaps for children in EYFS. Y1 and Y2 who are below age related expectations or where the children have regressed.  Bespoke packages of targeted support in all areas: Phonics, Writing and Maths | SEN Teacher for Y2x 3 mornings per week (0.3 £815 per month for 6 months £7335)  NQT Teacher to provide release in Y1 for 3x mornings (0.3 £5138.76) for 6 months  ***(£12473.76)*** |  | Deputy Headteacher | Feb 21 |
| Supporting Great Teaching:  The foundation subjects will be monitored with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  All staff are aware of the need to enable catch up for pupils identified through ongoing assessments for learning to identify gaps. | Additional time for teachers to conference pupils and complete subject learning walks. Each teacher to have 1x afternoon of release to facilitate the additional PPA.  1x afternoon of HLTA time £15 for 2 hours x 20 weeks = £300 ***(£300)***  Baseline all of the children in September 2020. Progress meetings in T2/T4 and T5 to identify levels of catch-up and review interventions for Wave 2 and 3 priority groups. **(£1000)** |  | All staff | Feb 21 |
| Reading and Spelling  To improve reading accuracy and fluency | Purchase NESSY for 15 number of children (15 X £17.50 = £262.50 per year)  **(£262.50)** |  | SMT | Feb 21 |
| Teaching assessment and feedback  To close gaps and support preparation for the SATS | Purchase a set of Reading and Numeracy Revision books for each Y6 child  KS2 English Questions: Reading (50copies £125)  KS2 Maths Revision Guide (50copies £125)  KS2 Maths Questions: (50copies £125)  **(£375)** |  | Y6 Teachers | Termly |
| Communication and Language in EYFS  Additional targeted support for oral language and literacy skills for children in EYFS. | Applied for the school to participate in NELI (Nuffield Early Language Intervention). 2x TAs to receive training to deliver the 20 intervention.  Release 2xHLTAs to complete NELI training for 4 weeks and deliver the programme for 20 weeks (0.1 x 6 months: £1712.92) **(£1712.92)** |  | EFFS and Headteacher | Ongoing |
| 1-to-1 and small group tuition - Oracy  Identified children will have significantly increased rates of communication and understanding, as a result of increased awareness. | An Oracy Fluency Champion will be appointed to lead Communication and Language across school.  Additional release time and training to support the delivery of Oracy.  ***(£750)*** |  | SMT | Feb 21 |
| Supporting parents and carers  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | 2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.  Complete parent surveys regarding home learning and access.  ***(£500)*** |  | SMT and Office | Feb 21 |
| Supporting emotional wellbeing  All the children have settled into their new classes and have adapted back into school life and the expectations  Provide Zones of Regulation Training for all of the children across school.  To train 2 LSAs to run the ELSA programme across the school | Start the new academic year with a ‘soft start’ for 10 days, using the ‘Rainbow Curriculum. Purchase graphic texts to deliver the curriculum **(£300)**    Training for the Zones of Regulation **(£240)**  2 additional copies of the Zones book  Photocopying coloured resources (£10 per class @5p per sheet x 11 classes) **(£110)**  2 x 6 day training on the ELSA programme purchased as a traded EP service  **£1390.00 (£695 per person)** |  | All Staff | Feb 21 |
|  |  | **Cost paid through Covid Catch-Up** | | **£19914.18** |
| Additional areas to investigate:  New tracking system |  |  | |  |