

Catch-Up Premium Plan – Westbury-on-Severn C of E Primary School



Summary information					
School	Westbury-on-Severn C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£6,320	Number of pupils	79

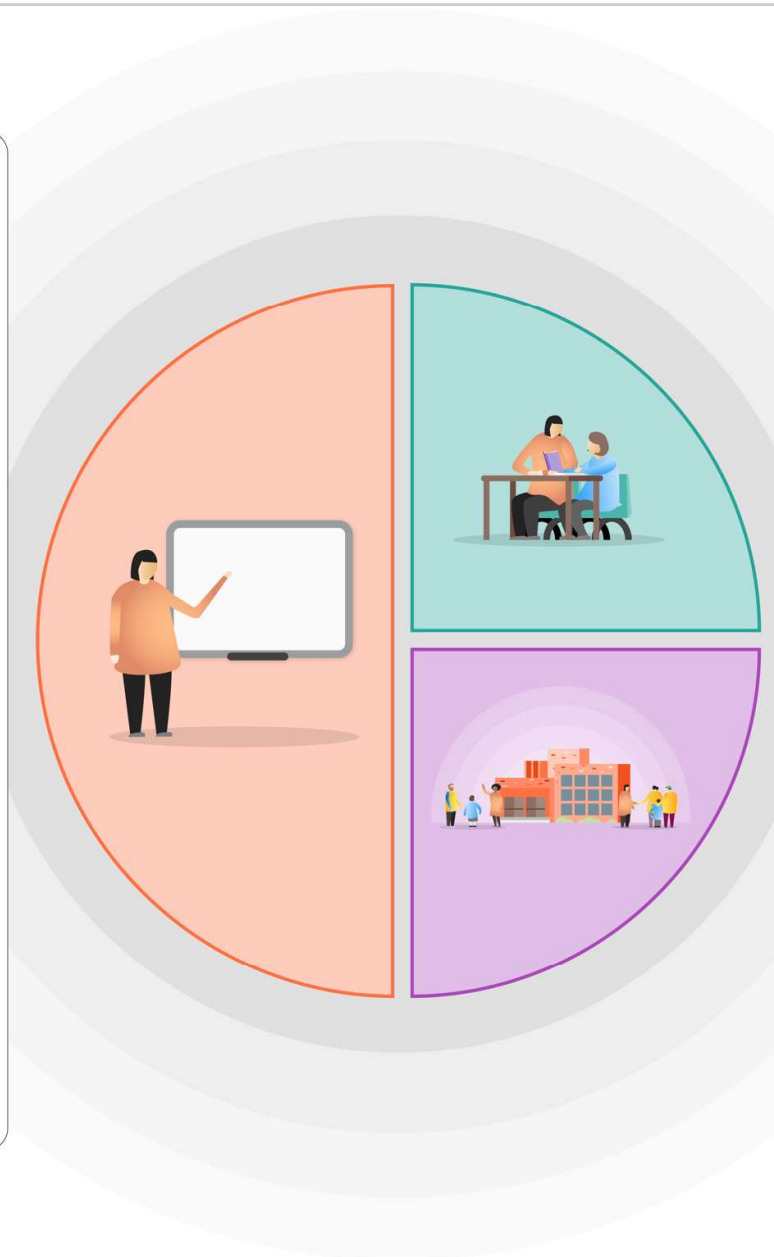
Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Westbury on Severn CE Primary school (£85 per child £6480)

1 Teaching

- Quality first teaching with well-resourced lessons.
- Early reading books well matched to phonics phases.
- Teaching MH and W strategies for restoration.
- Access to online, at home learning during periods of isolation or lockdown.
- Gaps in knowledge and skill due to lockdown over the summer, identified quickly and curriculum amended appropriately.
- Google classroom developed as a home learning platform
- High focus on the MH and W of the children.
- Raising the profile and value of maths.



2 Targeted academic support

- Individuals who struggled during time at home identified – through discussions with staff, through the work received and communication.
- Deployment of TA and students to support behaviour and attainment.
- Literacy and numeracy interventions.

3 Wider strategies

- Whole school development of Mental Health and Well-being strategies – development of restorative behaviour and relationships policy.

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. Place value knowledge had been lost too. This is reflected in arithmetic assessments and observations of learning during the first weeks back to school.
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. In year 1, children have forgotten how to form letters and how to apply the fully cursive script to their sentences.
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. The reading had focussed on de-coding rather than comprehension skills. However, some 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 wide. A significant number of children are below where they should be with their reading levels. Phonics has suffered during lockdown and many children in the lower years have forgotten correct letter pronunciation when using phonics.
Non-core	There are now significant gaps in knowledge – whole schemes for learning 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. However, themes were reviewed during the summer to try and build up lost knowledge and apply skills to new themes.

Planned expenditure – Reception and Year 1
£2,100 has been allocated to this phase. This will be used to implement the following strategies and support over the duration of this year.

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Identified Pupil Group	Pupil's needs	How were the needs identified?	Action/Support chosen	Links to Action Plans	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
Lower attaining Y1 pupils	Additional phonics teaching and writing teaching	Baseline assessments	Small group tuition: Phonics sessions Handwriting sessions	Ensure the children who weren't seen to engage during lockdown are supported more in class. Careful monitoring and interventions provided to children who are struggling. Y1 children have dedicated time with an adult sat at a table	Pupils with lower Phonics screening mock test scores Gaps in learning and lack of practice at home leading to children being unsure on how to structure a sentence, not at writing ELG level as yet	Year 1 pupils making accelerated progress to develop and embed phonic knowledge and early writing Children are able to write a sentence independently. Review Programme to be evaluated by 12.02.21
Lower attaining pupil in Y1	Additional phonics teaching and fine motor development	Baseline assessments	1:1 sessions: Phonics Finger Gym		Assessments show child not secure in satpin Child engaged in own home learning during lockdown, not the tasks set by the teacher.	Child able to identify/recognise satpin Review Programme to be evaluated by 12.02.21
All Reception pupils	Additional CLL and PSHE	Baseline assessments	Small group tuition: Time to talk	72% of children to achieve GLD by the end of the year.	Baseline assessment shows all children are lower in these areas, impact of children not attending preschool	Children achieving their ELG in CLL and PSHE Review Programme to be evaluated by 12.02.21

Review Feb 2021:
Catch-up programme began with teacher providing bespoke catch-up teaching for children identified as falling behind. However, January Lockdown prevented this from continuing. Impact of January Lockdown and further areas for catch-up to be identified when children return in March and then reviewed in May 2021.

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Planned expenditure – Year 2 & Year 3

£2,100 has been allocated to this phase. This will be used to implement the following strategies and support over the duration of this year.

Identified Pupil Group	Pupil's needs	How were the needs identified?	Action/Support chosen	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.	Baseline assessments Formative and summative assessments	Small group tuition: Hornets Apples and Pears	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading Review Programme to be evaluated by 12.02.21
Lower attaining pupils in Year 2/3	Additional phonics teaching and catch up. Additional numeracy teaching and catch up	Baseline assessments Formative and summative assessments	Small group tuition: Hornets Apples and Pears Power 1 Power 2	Pupils have gaps and Year 2/3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2.	Year 2/3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 2/3 pupils make accelerated progress to develop and embed basic skills in numeracy. Review Programme to be evaluated by 12.02.21
Lower attaining pupils in Year 2/3	Additional handwriting practise	Baseline assessments and regular assessments	Small group tuition: Apples and Pears	Pupils in Year 2/3 unable to complete National standards assessment for handwriting.	Year 2/3 pupils making accelerated progress to develop and embed their ability to write using cursive handwriting. Review Programme to be evaluated by 12.02.21

Review Feb 2021:

- Catch-up programme began with HLTA providing bespoke catch-up teaching for children identified as falling behind. However, January Lockdown prevented this from continuing. Impact of January Lockdown and further areas for catch-up to be identified when children return in March and then reviewed in May 2021.

Planned expenditure – Year 4, Year 5 & Year 6

£2,100 has been allocated to this phase. This will be used to implement the following strategies and support over the duration of this year.

Identified Pupil Group	Pupil's needs	How were the needs identified?	Action/Support chosen	Links to Action Plans	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
Lower attaining Y6 pupils (numeracy)	Additional confidence boost in numeracy, basic skills in the 4 operations.	Baseline assessments Conversations with the children	Small group tuition: Afterschool in basic 4 operations in numeracy including application through word problems.	Ensure the children who weren't seen to engage during lockdown are supported more in class. Careful monitoring and interventions provided to children who are struggling.	Pupils with lower than expected scores during the ½ term assessment week were identified. Decision to have a hours session outside of the timetabled day to ensure they didn't miss any additional sessions.	Children to say they feel more confident in their numeracy. Children to be scoring at least 50% on their maths papers. Review Programme to be evaluated by 12.02.21
Lower attaining pupils in Y6 (literacy)	Children who may not reach the EXP at the end of Y6 in writing and reading.	Baseline assessments Conversations with the children Notes from engagement over lockdown.	Addition afterschool sessions in comprehension and grammar skills.			Children to be able to add more detail to their written work using higher order grammar and vocabulary. To be able to answer long answer questions about their reading. Review Programme to be evaluated by 12.02.21

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