

Whinstone Primary School



Catch-up Premium Spend

2020-2021

October 2020

1st Revision January 2021

2nd Revision February 2021

The government has allocated a catch-up support package in the form of one-off grants and subsidised provisions to support with the additional efforts associated with our recovery catch-up.

Total catch-up premium budget: £40, 960

Accountability

All catch-up premium must be spent for the benefit of our school's children. Spending must be coordinated to meet our catch-up obligations, supporting teachers as they work to recover learning lost due to COVID-19. The Department for Education has made it clear that local authorities are required to certify to the Education and Skills Funding Agency (ESFA) that the school's catch-up premium spend complies with set terms and conditions. It is also made clear that the basis for allocation of this grant may be varied by the Secretary of State for Education. Planned expenditure for current year It is the responsibility of the school's headteacher to ensure that this money is spent effectively. As advised by the government, though the funding has been calculated on a per pupil basis, the school will use the sum available as a single total from which to prioritise support for pupils according to their need.

Aims

The broad aims for "catch up" at Whinstone:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March (2020). This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year (July 21) e.g. a Y4 pupil in March 2020 working at ARE(Y4) by July 2021 pupil will be working at ARE(Y5)
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Whinstone is

(For all children)

- **Working through well sequenced, bespoke, purposeful learning schemes** based on pupils' and class need.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This 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.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Our approach to a recovery curriculum and catch-up falls under three broad areas.

1. Quality of teaching for all

These are schemes and/or resources that will benefit all children in our classes. They allow access to learning designed to meet the aims of our recovery priorities.

2. Targeted support

These are strategies employed to provide focused support and intervention to those children with the broadest gaps and needs.

3. Other approaches

These are physical resources that will allow children to access learning either on site or remotely. This will ensure that our recovery efforts can be maintained in a variety of different COVID-19 scenarios (see the 'Remote Learning Policy' for contingency plans).

	Action	Costs	Review
Quality of teaching for all	<p>Assessment of impact on learning, staff to use low-stakes quizzing and low-threat knowledge checks requiring children to recall information in a fun and positive way.</p> <p>Assessments to inform classroom teaching.</p> <p>Use the curriculum plans (LTP and MTP) and grids for each subject to identify the prior knowledge/understanding and objectives that should have been covered.</p> <p>Time made available in the curriculum for children to show exactly what knowledge, procedures, skills and understanding is secure and what isn't yet (daily/weekly).</p> <p>Planning to be adapted to ensure key concepts are covered and secured before moving on with the curriculum.</p> <p>Use of quizzes, graphic organisers, knowledge sharing activities.</p> <p>Prioritising early reading and reading. Maximise opportunities throughout the day for recapping sounds etc.</p> <p>Teachers and Curriculum Leads work together to identify and prioritise key learning opportunities that need to be revisited. Identify meaningful opportunities to address gaps in basic skills, whilst looking for opportunities to promote key English and Maths skills across the curriculum.</p> <p>Additional staffing for EY (RC) to ensure consistency of teaching</p> <p>Additional whiteboards in UKS2 for enhanced differentiation without setting</p> <p>Additional range of reading books</p> <p>Now Press Play</p> <p>REMOTE LEARNING</p> <p>Ensure that high quality remote learning will always be available for pupils.</p> <p>Survey to look at what technology pupils have available to them.</p> <p>DFE supplied laptops to be used to ensure disadvantaged children are able to access online learning.</p> <p>Evidence Me to continue to be used for remote learning in Early Years Teams in KS2. These allow children to be given clear explanations, scaffolding and feedback.</p> <p>Purchase additional Hue HD cameras to support home remote teaching</p>	<p>0.2 FTE (RC)£10632</p> <p>£700 whiteboards</p> <p>£2500 reading books</p> <p>NPP £2246 annual fee</p> <p>£300 HD cameras</p>	<p>January 21</p> <p>Initial judgment show that many pupils are not considerably behind following lockdown.</p> <p>RC in Reception to be continued due to additional stability and continuity in prime areas (C&L, PSED, PD).</p> <p>Due to bubble constraints additional reading books required in class libraries.</p> <p>Additional RWI books purchased.</p> <p>February 21</p> <p>Further reading books purchased</p> <p>HD cameras for remote teaching</p> <p>Now Press Play trialled and purchased. Training planned for March 21.</p>

<p>Targeted Support</p>	<p>Assessment information used to identify need for targeted academic support. Intervention groups established within school Additional Teacher support for identified support (JH, KA, CS, AR) in KS1</p> <ul style="list-style-type: none"> ○ JH 3 sessions weekly ○ AR 2 sessions weekly ○ CS 1 session weekly ○ KA 2 sessions weekly <p>Teacher and TA led interventions in place which complement and extend class-based learning. Regular feedback between TA and Teacher about progress being made. Half termly monitoring and moderation of children's progress SENDCo to liaise with Teachers and TAs about intervention planning for pupils with SEND. Intervention grids to be completed in order to update Support Plans. Termly meetings between SENDCo. Reading Plus software licence for KS2 – individualised reading programme</p>	<p>£15000 staff costs</p> <p>£3334 Reading Plus annual licence</p>	<p>January 21 Maintain additional support in EY and KS1.</p> <p>February 21 Reading Plus software evaluated and purchased on a 3 year licence. Training for all staff has taken place. Trials with children in school during lockdown.</p>
<p>Other approaches</p>	<p>Distribute risk assessments to all staff regularly and invite contributions and suggested amendments. Ensure that information is distributed by email to all staff.</p> <p>Display information about keeping safe in school on walls, toilets, in newsletters and on the website.</p> <p>Provide staff, pupils and parents with regular updates about how we are maintaining safety measures and how we are helping to keep them safe. Reiterate this regularly and ensure all staff do the same. Model expectations clearly, especially to younger children</p> <p>Ensure that staff understand that pupils will want to talk about the risks of Covid19 and give them space and time to do so.</p> <p>Provide easy access to pastoral/nurture support for all pupils in school.</p>		<p>January 21 Risk assessment is a living document and is revised.</p> <p>Several referrals made for individual mental health support.</p>

	<p>Provide enhanced and/or specialist support to address the needs of pupils/students with more complex mental health and wellbeing needs (Emotional Resilience Team to take referrals for children, who are struggling with return to school)</p> <p>Enhance the PSHE curriculum to address the impact of Covid-19 on pupils' mental health. Continue to put 'enjoyment' and 'engagement' front and centre in curriculum planning and delivery.</p> <p>Continue to build and foster an ethos in school that encourages pupils to talk about their worries, feelings and fears. Include mental health and well-being on the agenda for all staff meetings. Use staff training time to establish a shared understanding and approach to mental health and wellbeing of all.</p>		
<p>February 2021</p> <p>£34712 allocated out of £40960</p> <p>Reserve/unallocated £6248</p>			