

Published document



Catch-Up Premium Plan

Dr Walker's Church of England Primary School

Academic year	2020-2021
Total Catch-Up Premium	£7520
Number of pupils	84

Chair signed: Mrs L Bennett	Staff consulted	Shared with staff
Headteacher signed: Dr L Lawson	Shared with Governing Body	06.07.2021

Guidance	<p>In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil.</p> <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.</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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.</p> <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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>
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EEF recommendations	<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>In summary, the EEF projections for the impact of widespread school closures identify;</p> <ul style="list-style-type: none"> • The disadvantaged attainment gap widens • Assessment of lost learning is crucial • Targeted support in addition to wider school initiatives are required • Absence rates upon return are crucial. 	<p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support
		<p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time
		<p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Rationale for support	<ul style="list-style-type: none"> • Specific content has been missed in core subjects (Maths and English), leading to gaps in learning and attainment. • Due to lock down and partial school closure during this academic year, recall of basic skills has suffered, leading to lack of swift and accurate mental calculations, and fluency in reading and writing. • To improve systematic teaching of synthetic phonics in EYFS and KS1. • Develop procedures for assessment and monitoring, pupils can extend their learning experience and deepen their subject knowledge. • Year 6 pupils to show an increase in achieving combined Greater Depth outcomes for RWM. • Significant wellbeing needs identified or small number of pupils– increased anxiety and insecurity highlighted.
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Planned expenditure

Desired outcome	Chosen approach	Anticipated cost	Impact (once reviewed)	Staff Lead	Review	Impact
<p><u>Access to technology</u></p> <ul style="list-style-type: none"> Teaching will be supported to facilitate effective delivery of teaching and assessment through the use of technology in the classroom and home-learning. 	<ul style="list-style-type: none"> <i>School IT technology to be upgraded, inclusive of wifi spots, pupils laptops, staff laptop software, etc.</i> <i>Purchase 15 laptops and 5 webcams.</i> <i>CPD training for all staff to use Microsoft Teams.</i> <i>School to apply for additional government support regarding purchasing devices.</i> 	<p>£4950</p> <p>£100</p> <p>Free through Eventbrite</p>	<ul style="list-style-type: none"> Better access to wifi to increase the use of technology in teaching and learning in school. Webcams to be used by staff to participate in virtual teaching and meetings. This will support minimising physical contact. 	<p>SLT, SMT</p>	<p>February 2021 and end of April 2021</p>	<p>5 Tablet purchased for reception to aid phonics.</p> <p>Allocated to replace laptops no longer working. SSD cards purchased to upgrade old laptops.</p> <p>IT consultant Webcams purchased for all classes to aid Teams and ZOOM meetings (virtual meetings).</p> <p>IT consultant in process of upgrading the wifi routers to improve connectivity around school.</p>
<p><u>Supporting great teaching:</u></p> <ul style="list-style-type: none"> Class teachers will know how to make effective changes to the planned Maths and English curriculums, to meet the needs of the post-closure cohorts. 	<ul style="list-style-type: none"> <i>EYFS and KS1 every day whole class phonics approach with targeted support inclusive of daily and ½ term assessments.</i> <i>Subscription to online resources (e.g. Bug club, Twinkl etc.) to support learning in Maths and English.</i> <i>Staff to link with partner</i> 	<p>£800</p>	<ul style="list-style-type: none"> Increased levels of Phonics and reading levels. Increased rates of reading fluency and comprehension. Increased competency and speed at maths facts and calculation will support all areas of 	<p>SLT, SMT, English Lead, Maths Lead, Class teachers</p>	<p>Review end of each half term.</p>	<p>Subscriptions:</p> <ul style="list-style-type: none"> MyMaths (next year) Fast Phonics Twinkl Hamilton Trust <p>Hub meeting scheduled within Epping Forest Partnership Led</p>

	<i>schools in Epping Forest Partnership Network for support and sharing of good practice.</i>		maths attainment.			Schools. Identified staff attended meetings to share good practice and discuss implementation of new initiatives.
<p><u>Pupil assessment and feedback</u></p> <ul style="list-style-type: none"> Teachers have a very clear understanding of what the gaps in learning are and will use this to inform assessments of learning, giving a greater degree in confidence and accuracy of assessments. 	<ul style="list-style-type: none"> <i>Teachers and Learning Support Staff to plan for effective interventions, monitoring impact and review.</i> <i>Half termly Pupil Progress review meetings and parent consultations.</i> 	£300	<ul style="list-style-type: none"> Pupils catching-up and closing the attainment gap for those areas they have regressed due to lockdown and partial school closures. 	SLT, SMT, English Lead, Maths Lead, Class teachers	Half termly	<p>NFER assessment packs (1745.50).</p> <p>Staff logged assessment data. EYFS/KS1 completed phonics screening tests.</p> <p>Staff completed data tracking as part of pupil progress reviews done using spreadsheets.</p> <p>End of year report time allocate to give written feedback to parents.</p>
<p><u>Additional interventions</u></p> <ul style="list-style-type: none"> Identified pupils to have sufficient opportunity to access regular basic skills revision and instruction. 	<ul style="list-style-type: none"> <i>Additional Learning Support staff allocation to support specific interventions in class to close the Maths and English attainment gap, directed by class teachers.</i> <i>Learning Support Staff trained to deliver emotional wellbeing intervention confidently. (e.g. THRIVE), ensuring identified pupils are in an optimum state to learn.</i> 	£870	<ul style="list-style-type: none"> Increased levels of pupil emotional wellbeing and self-regulation. All pupils to regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day. 	SENCO, Learning Support Staff	Review end of each half term.	<p>Cost allocated to staffing to support pupils in class, due to bubbles and restrictions.</p> <p>Staff maintained contact with parents during weekly welfare call. The school also purchased PAYG mobile</p>

						phones. This will also be used in future for offsite visits.
<p><u>Supporting parents and carers</u></p> <ul style="list-style-type: none"> • Pupils will have greater opportunities to access learning at home. • Home-learning opportunities will not always require parents to engage with the activities, but in support of pupils to develop greater independence and increasing the likelihood that parents can sustain home-learning. 	<ul style="list-style-type: none"> • <i>School to apply for government support regarding to devices.</i> • <i>Additional online learning resources will be purchased.</i> 	£500	<ul style="list-style-type: none"> • Pupils have engaged with home learning for 3 hours per day to show progress and develop resilience. 	SLT, SMT	May 2021	Cost allocated to staffing to support pupils in class, due to bubbles and restrictions.
TOTAL		7520				

Data 2020/2021

Leuven scales of well-being

	TERM 1 1 st half-term			TERM 1 2 nd half-term			TERM 2 3 rd half-term			TERM 2 4 th half-term			TERM 3 5 th half-term			TERM 3 6 th half-term		
	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN
Reception	0	0	15	0	2	14	0	2	13	0	1	15	0	2	14	0	1	15
Year 1	0	1	6	0	1	6	0	1	6	1	1	5	1	0	6	1	0	6
Year 2	0	4	12	0	6	10	0	6	10	1	7	9	1	5	11	0	4	13
Year 3	1	0	7	0	1	7	1	0	7	0	0	7	0	1	6	0	2	6
Year 4	0	4	20	1	2	21	1	2	21	1	5	18	1	5	18	0	4	21
Year 5	0	4	7	0	2	10	1	5	6	0	6	6	0	3	9	2	1	9
Year 6	0	2	12	0	3	11	2	2	10	0	7	7	0	3	11	2	2	10
TOTAL	1	15	79	1	17	79	5	18	73	3	27	67	3	19	75	5	14	80
%	1%	15.8%	83%	1%	17.5%	81.4%	5.2%	18.8%	76%	3.1%	27.8%	69%	3.1%	19.6%	77.3%	5%	14%	81%

PUPIL PREMIUM	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (15)	5 33%	2 13%	8 53%	0 0%	5 33%	5 33%	5 33%	0 0%	5 33%	3 20%	7 47%	0 0%	4 27%	0 0%
Spring (15)	4 27%	3 20%	8 53%	0 0%	5 33%	8 53%	2 13%	0 0%	7 47%	6 40%	2 13%	0 0%	0 0%	0 0%
Summer (15)	2 13%	1 7%	10 67%	2 13%	3 20%	4 27%	8 53%	0 0%	3 20%	4 27%	7 47%	1 7%	2 7%	0 0%

WHOLE SCHOOL	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (81)	17 21%	16 20%	44 54%	4 5%	16 20%	23 28%	37 46%	5 6%	13 16%	16 20%	41 51%	11 14%	33 41%	2 2%
Spring (81)	14 17%	25 31%	35 43%	7 9%	17 21%	42 52%	19 23%	3 4%	17 21%	40 49%	23 28%	1 1%	14 17%	1 1%
Summer (82)	4 5%	17 21%	52 63%	9 11%	10 12%	32 39%	34 41%	6 7%	4 5%	17 21%	47 57%	14 17%	33 40%	5 6%

YEAR 1	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (7)	1	3	3	0	1	3	3	0	1	1	4	1	2 29%	0 0%
Spring (7)	0	3	4	0	2	5	0	0	1	4	2	0	0 0%	0 0%
Summer (7)	0	1	5	1	1	5	1	0	0	1	4	2	1 14%	0 0%
YEAR 2	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (16)	3	2	9	2	4	8	3	1	3	4	8	1	4 24%	1 6%
Spring (17)	1	5	9	2	5	5	6	1	3	5	8	1	7 41%	1 6%
Summer (17)	0	4	10	3	5	8	4	0	0	5	11	1	4 23%	0 0%

YEAR 3	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (8)	2	3	3	0	2	3	3	0	1	3	2	2	3 38%	0 0%
Spring (7)	2	2	2	1	2	4	1	0	1	3	3	0	1 12%	0 0%
Summer (8)	2	1	4	1	2	3	2	1	1	4	1	2	0 0%	1 14%
YEAR 4	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (24)	6	8	8	2	5	7	9	3	3	5	12	4	7 29%	1 4%
Spring (24)	4	10	6	4	4	12	6	2	3	15	6	0	4 17%	0 0%
Summer (24)	2	6	14	2	2	11	8	3	1	3	17	3	11 56%	2 8%
YEAR 5	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (12)	5	0	7	0	4	0	7	1	5	0	6	1	7 58%	0 0%
Spring (12)	4	4	4	0	3	7	2	0	6	5	1	0	1 8%	0 0%
Summer (12)	0	4	7	1	0	4	6	2	2	2	6	2	6 50%	1 8%
YEAR 6	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (14)	0	0	14	0	0	2	12	0	0	3	9	2	10 71%	0 0%
Spring (14)	3	1	10	0	1	9	4	0	3	8	3	0	1 7%	0 0%
Summer (14)	0	1	12	1	0	1	13	0	0	2	8	4	11 79%	1 7%

- Government's floor standard – 65% of pupils to meet the expected standard in Reading, Writing and Maths (AT age related expectation).