



Catch-Up Premium Plan 2020-21

Westvale Primary School

Summary information					
School	Westvale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	Approx. £15,280	Number of pupils	191

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 Year Reception through to Year 6.

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.

This Funding will be released to Westvale Primary School as follows:

September: £ 3,820 January: £5,094 July: £6,366

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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Others have forgotten place value and links between numbers.
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. Presentation of work has also suffered.
Reading	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. Our pupils love to read but are less motivated to access comprehension activities and this was reflected during lockdown. Many of our disadvantaged and vulnerable children have done little reading.
Wider Curriculum	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 the many enrichment activities we usually do in the Summer term.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting teaching and learning:</u> Implementation of new Phonics scheme Read Write Inc to support pupils with Phonics and Early Reading skills. Additional sessions and resources purchased if/as required.	Purchase any additional resources for Early Years/KS1 and additional adult resources to support its delivery. (Budget Funding £500)		EYFS/KS1/ English Lead/HT	Jan 21

<p>Further embed Maths Mastery skills with introduction of DFE approved Power Maths textbooks scheme.</p> <p>Staff to continue to plan and deliver foundation subjects with opportunity for knowledge to be prioritised and seen as generative 'sticky' which should be connected to prior knowledge and next steps. Planning will be detailed ensuring pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Staff will identify key gaps missed during lockdown period to teach through ongoing opportunities and/or key focus days.</p> <p>Support for staff and CPD for the assessment of gaps in Learning for both English and Maths.</p> <p>PSHE/Mental Health and Wellbeing</p> <p>Jigsaw Recovery curriculum purchased and delivered with all pupils to support their mental well-being on return to school. Staff monitoring wellbeing and resilience levels on return to school. Staff mental wellbeing session delivered.</p> <p>Behaviour for learning – establish the expectations in the class and school of the new norm – hand washing, social distancing, walking up and down the one-way corridors, coming in and out of school etc.</p> <p>Attendance to be monitored by the Learning Mentor and Headteacher on a daily basis.</p>	<p>Time given for staff to identify key topics not taught and how to plan and deliver key knowledge and skills to be covered.</p> <p>Purchase of additional Catch Up resources for Maths, English, Science, PSHE and SEND from School Improvement Liverpool. (Catch Up Funding £1100)</p> <p>Jigsaw Recovery curriculum (Budget £200)</p> <p>Staff mental wellbeing training (Budget £200)</p>		<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>HT/YM</p>	<p>Jan 21</p> <p>Jan 21</p> <p>Ongoing all year</p> <p>Jan 21</p>
<p>CPD – Continuous Professional Development for staff</p> <p>To ensure all staff receive appropriate high quality training for their role in school including virtual training to further enhance their professional development.</p>	<p>CPD programme in place including links with Kirkby Collaborative, School Improvement Liverpool, participation in Pathways To Success Year 2, North West Maths Hub participation in Embedding Maths Mastery programme. (Budget £5000)</p>		<p>All staff</p>	<p>Jan 21</p>
<p>Teacher assessment and feedback</p> <p>Ongoing assessment in class daily and summative assessment to be completed to ensure staff are aware of gaps in learning to support ways forward.</p>	<p>Purchase of Power Maths DFE approved books with match funding from DfE/North West Maths Hub. Summative assessments including ongoing Read Write Inc , Power Maths, NFER tests. (Budget £4000)</p>		<p>JH</p>	<p>Jan 21</p>

	Dfe Funded – Power Maths additional resources for linked project			
Total budgeted cost				£

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition NTP</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>School led intervention groups (run by TAs) for identified children in Reading and Maths across Y1-Y6</p> <p>Catch up sessions for identified children in Power Maths, to support them in reinforcing their understanding of basic maths skills and application of number, across Y1-Y6</p> <p>Additional booster support for Y6 and Y2</p> <p>Daily Phonics groups</p>	<p>Key gaps and areas to develop to be identified and groups set up. Additional teacher support for 1:1/small group interventions</p> <p>(Catch up funding £5000)</p> <p>Weekly intervention programmes in place in each class</p> <p>Daily 10 minute catch up from lesson with children who need extra support</p>		<p>AA/JH</p> <p>TK</p> <p>JH</p>	<p>To start Jan 21</p> <p>Jan 21</p> <p>Jan 21</p>
<p>NELI – Nuffield Early Language Intervention.</p> <p>Language programme for Reception children, small group work delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>Catch up Funding £100</p> <p>DFE funded project.</p>		<p>EF</p>	<p>To start Jan 21</p>
<p>Well-being for Education Return</p> <p>To equip education staff to recognise emerging issues, provide well-being support and promote resilience in young people and mental health</p>	<p>Delivered by Local Authority</p> <p>DfE funded project</p>			<p>Jan 21</p>

Total budgeted cost				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities encourage independence with some links from parents/carers on home learning</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so they can access home learning irrespective of whether they have access to a digital device</p> <p>Breakfast Club to promote attendance/punctuality and support working families. Support in place for vulnerable families. To increase engagement from target families</p>	<p>Remote learning platforms procured/purchased, such as My Maths, See Saw, ePlatform, Times Table Rock Stars, Active Learn</p> <p>Catch Up Funding: £500</p> <p>2-week home-learning paper packs are printed and ready to distribute for all children.</p> <p>Catch Up Funding £500</p>		JH	Jan 21
			MMc	Jan 21
<p><u>Access to technology Chrome Books</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops within their classrooms which allow the teachers to teach pupils how to access Seesaw and Oak academy whilst at home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>30 Chrome books purchased for additional use in school to familiarise pupils with key remote learning packages used at Westvale and to be allocated to targeted families so that children can access additional devices and participate in independent online activities</p> <p>Catch Up Funding £8,500</p>		AA/JH	Jan 21
Total budgeted cost				£23,500

	Cost paid through Covid Catch-Up	£13,600
	Cost paid through school budget	£ 9,900