

Catch-Up Premium Plan

St Philip Westbrook CE Aided Primary School



Summary Information
School: St Philip Westbrook CE Aided Primary School
Academic Year: 2020-2021
Total Catch Up Premium Budget: £45, 440
Number of Pupils: 568

Guidance:

The catch up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (Covid-19); schools have the flexibility to spend their funding in the best way for their cohort and their circumstances.

Use of Funds	EEF Recommendations
<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has produced guidance for schools in order to direct their additional funding in the most effective way. This EEF guidance has been considered when creating this plan.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development <p>Targeted academic support:</p> <ul style="list-style-type: none"> • Structured interventions • One to one support • Small group tuition <p>Wider strategies:</p> <ul style="list-style-type: none"> • Social and emotional learning • Reinforcing behaviour routines • Sustaining parental engagement

Barriers to Future Attainment		Summary
Mental Health	Variety of social and emotional needs following lockdown. Pupils lacking in resilience and self motivation, tiring easily and seeking reassurance.	
Remote Learning	Lack of engagement for some in remote learning, limited bespoke intuitive online resources to support blended learning approach, teacher workload.	
Reading	Limited access to reading materials, impact upon phonics progress for younger children - especially the very youngest, phonological awareness not reinforced, reading plus not utilised at home despite reminders. Addressing the gaps in basic skills, whilst still providing a broad and balanced curriculum.	
Writing	Children's stamina to write extended pieces, handwriting, application of writing across the curriculum, grammar, punctuation and spelling application across work, plus evidence of greater depth writing impacted. Not enough adults available to deliver catch up programmes in small groups or one to one. Addressing the gaps in basic skills, whilst still providing a broad and balanced curriculum.	
Mathematics	As the majority of maths learning was consolidation, very little summer term maths curriculum was taught, leading to gaps in knowledge. Notable decrease in mathematical confidence and in mathematical recall. Addressing the gaps in basic skills, whilst still providing a broad and balanced curriculum.	
Gaps in Knowledge	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 curriculum enrichment and experiences, for example trips, visitors and wow activities. Subjects with limited resources available at home have also been impacted.	

Teaching and Whole School Strategies			
Desired Outcome	Chosen approach	Cost	Impact
<p>Children 'catch up' from missed learning during lockdown.</p> <p>Visual cognitive models used effectively in each subject to engage long term memory.</p> <p>New knowledge taught in small chunks to avoid overloading working memory.</p> <p>Teachers make links to previous</p>	<p>Supporting high quality teaching -</p> <p>Quality first teaching supported by evidence informed CPD for teachers and support staff so that teaching consists of short focused chunks throughout the lesson - teach, do, review, teach, do, review. Books evidence learning.</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, making use of existing flexibilities to create time to cover the most</p>	<p>Ambition Institute</p> <p>CPD costs covered by LA</p>	

<p>learning in the subject and use complementary subject learning to also make links. Retrieval practice has sufficient gap to draw from long term memory into working memory. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas using subject specific vocabulary. Accelerated progress evident. Attainment across the curriculum is on track to achieve previous predictions for ARE and the higher standards. Pupils are engaged in a high quality, broad, balanced curriculum.</p>	<p>important missed content. Daily, additional catch up sessions for English (including phonics) and maths for all pupils. Consider how all subjects can contribute to the filling of gaps in core knowledge, eg through an emphasis on reading across the curriculum so that pupils read widely and develop their knowledge and vocabulary. Gaps in learning woven meaningfully into foundation subject planning. Singapore maths missed learning woven meaningfully into new learning expected for the year group. Gaps in learning woven into the current curriculum for whole class work.</p>		
<p>Isolating children receive quality feedback from their teacher. Instant feedback received during lessons, enabling instant improvement.</p>	<p>Pupil assessment and feedback Informal assessments used to identify pupils who would benefit from additional catch-up support. Provide pupils with high-quality, immediate feedback, building on accurate assessment, throughout the lesson so that children improve their work there and then. Make effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) Learning by Questions purchased, CPD on effective use planned.</p>	<p>£16 550</p>	
<p>In each lesson, children will know more and remember more. They refer to previous knowledge to engage their working memory. Children's records of their work</p>	<p>Teaching always explicitly refers to, and makes links to, previous learning through visual models and discussion throughout each lesson. Ensure that there is a clear rationale for the intent of each subject that is shared with staff and published on the school website. All staff working to this rationale.</p>		

reflect the subject's intent. Children will be consistently challenged and more children achieve higher standards in all subjects.	Leaders to review the schemes of work so that all subjects contain clear sequences of knowledge and learning.		
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Targeted Academic Support			
Desired Outcome	Chosen approach	Cost	Impact
Children 'catch up' from missed learning during lockdown. Accelerated progress evident. Pupils receive targeted intervention work that is intuitive to their needs and gaps are narrowed.	Targeted Support Teachers and TAs to provide 1:1 and small group tuition to plug gaps. Support pupils who have fallen behind furthest, with structured interventions. Engage in the National Tutoring Programme creating a three-way relationship between tutor, teacher and pupils. Additional TAs in Y1 & Y6 for individual and small group support.	£28 000	
In KS1, pupils' reading books closely match their phonics knowledge to enable them to make sufficient progress to meet or exceed age-related expectations in phonics and reading. All children in KS2 are able to read unseen age appropriate texts with fluency. Pupils will develop a love for reading and talk about authors and books with excitement. Pupils read widely across the curriculum. Pupils will have strategies to work out meanings of new words and they will speak and write confidently using new vocabulary.	Use high-quality structured interventions to help pupils who are struggling with their literacy Children read from books with the sounds they know while they are learning to read (KS1 staff) Teachers and TAs provide extra practice throughout the day for children who make the slowest progress (All staff) Provide guidance to parents of reception children so they can support their children in learning to read (EYFS Staff) Purchase Reading Eggs for Reception and KS1 to support reading at home Provide high-quality, structured targeted support for individuals and groups where needed for the lowest 20% of readers (EA & CR intervention programme; all staff to plan & deliver)	£ 1 890	

<p>Children are confident in using taught strategies to answer reading comprehensions. All pupils, including the lowest 20% of readers, will make sufficient progress to meet or exceed age-related expectations in reading.</p>			
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Wider Strategies			
Desired Outcome	Chosen approach	Cost	Impact
<p>All pupils have access to devices for remote learning. Improved use of technology to enhance learning - for example remote discussions, scaffolded documents. Pupils can engage with their year group whilst isolating. Easy access to 'live' teaching for full class isolation. Increased pupil engagement in remote learning. Isolating children have access to quality teaching and learning via Google Classrooms. Ease in accessing remote learning and uploading a range of work.</p>	<p>Access to technology Apply for devices for disadvantaged pupils without access to technology who need to isolate. Invest in additional technology devices to the facilities available in school. Use technology effectively to support learning, ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback. Google Classrooms used effectively to support learning in school and remote learning at home. Children in school are confident and 'trained' in using devices and software to support learning</p>		
<p>Pupils' mental health needs are catered for effectively. Pupils' levels of stamina increase and they are able to complete greater amounts of work at increased pace.</p>	<p>Set aside time to assess pupils' wellbeing and learning needs to provide effective support. Ensure that pupils' levels of independence, stamina and resilience are back to levels they were before lockdown to enable them to make progress and reach their full potential. Establish familiar routines, more breaks, active sessions, positive reinforcements, work around values and qualities of perseverance,</p>		

	determination and resilience ensuring resources are accessible and scaffolds and structure used.		
Greater opportunities to access high quality learning and feedback at home. Home learning will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain effective home-learning over time.	CPD for staff, training the children during the autumn term to use Google Classrooms independently, consistent and clear approach to remote learning shared with all staff.	Training costs free	
		Total Cost £ 46 440	