

West End Primary School - Catch up Premium Report

Introduction

In response to covid-19 the government announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations were calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to year 11. Though funding has been calculated on a per pupil or per place basis, the allocation can be used as a single amount from and schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The funding should be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Funding amount

West End Primary school will receive £19,200

Focus of funding (the needs we have identified)

Following a period of assessment and baselining we have identified the following needs:

- a) Supporting high quality 'gap filling' teaching
- b) Pupil assessment and feedback
- c) Targeted interventions
- d) Home learning resources and equipment

How funding will be allocated and how we will review the impact

Planned Expenditure		
a) Supporting high quality 'gap filling' teaching		
Desired Outcome	Chosen action/approach	How will you monitor impact?

Planned Expenditure		
High quality behaviours for learning in lessons.	Training for all staff on developing behaviours for learning, expectations in relation to effective learning	Lesson observations Learning walks Observational feedback Behaviour data
Electronic and visual resources will support teaching	PiXL package: provides smart board resources for class use and for intervention. Autumn package provides specific 'gap filling' activities to ensure the children are ready to access age expected work.	Lesson observations Intervention observations Teacher and TA feedback Pupil data
Quality first teaching to continue across all year groups.	Staffing across covid bubble groups will include a qualified teacher with adequate support staff to meet the needs of the group	Lesson observations Teacher and TA feedback Pupil data Pupil feedback
Total budgeted costs	£6,500	Resources purchased (PixL) Training time and staff cover time to allow for training, team teaching opportunities and review meetings.
b) Pupil assessment and feedback		
Desired Outcome	Chosen action/approach	How will you monitor impact?
Clarity of gaps in prior learning related to national curriculum objectives and statements.	PiXL package: provides specific assessment to review prior knowledge and identify gaps quickly. Ongoing formative and summative assessment and teaching tools also used from PiXL.	Termly data drops SLT review of data Teacher feedback Pupil feedback

Planned Expenditure		
Accurate first hand information allowing for targeted planning of future teaching.	Question Level Analysis from summative testing for diagnostic purposes.	Termly data drops SLT review of data
Accurate understanding of gaps for individuals and subsequent learning needs.	Time given for teachers to process data QLA using PiXL and discuss with SLT the needs of individuals in regular pupil progress meetings.	Teacher progress discussions Pupil data
Total budgeted costs	£2,700	Resources purchased. Training time and staff cover time to allow for training, team teaching opportunities and review meetings.
c) Targeted interventions		
Desired Outcome	Chosen action/approach	How will you monitor impact?
Children able to access future learning successfully.	Post or pre-teaching group work for identified children.	Termly data drops SLT review of data Teacher progress discussions
Nurture support to enable children to fully access their learning	1:1 nurture sessions Small group nurture sessions Bereavement and loss training and resources.	Attendance data Progress data Teacher discussions Pupil feedback
Support for those children that have fallen behind the furthest to catch up to their peers.	Focussed English/Maths based interventions specifically filling identified key skill gaps	Termly data Pupil progress discussions Intervention feedback notes Teacher progress discussions

Planned Expenditure		
Total budgeted costs	£5,500	Additional teaching resources and IT. Training resources. Additional support staff hours
d) Home learning resources and equipment		
Desired Outcome	Chosen action/approach	How will you monitor impact?
Resources to support home learning are accessible for all age groups	Workbooks for mathematics for whole school Key Stage 2 specific mathematic workbooks Online, interactive teaching resources purchased for children to access: Maths - TT-rockstars & White Rose, English: Literacy Shed & Reading Planet Wider curriculum: Purple Mash.	Remote work submission tracker Termly data Pupil and parent feedback Teacher progress discussions
Communication platforms support remote learning for all age groups	Zoom Google Classrooms Tapestry Webhosting costs	Remote work submission tracker Termly data Pupil and parent feedback Teacher progress discussions
Additional resources to support the delivery of remote learning.	Classroom secrets, Literacy Shed and White Rose, Twinkl, Sing up.	Termly data Teacher feedback Remote teaching provision monitoring Pupil and parent feedback
Total budgeted costs	£4,500	Teaching and learning resources purchased to facilitate remote learning.

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the above will be spread across a range of different children in response to their individual specific needs, supported by the schools belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures.