

## Catch Up Premium Strategy and Report 2020-2021

### Document Aims

- To provide an overview of our Catch Up Premium strategy
- To identify Woolsery Primary School's catch up priorities
- To provide information about the core approaches that we are implementing and how these will contribute to helping children catch up on missed learning
- To identify barriers which may impact on the achievement of children in the school
- To evaluate the impact of actions carried out in 2020/21 to diminish attainment difference between disadvantaged children and other children; and those able to attend school during lockdown and those learning remotely
- To outline the next steps to ensure that all children have the opportunity to catch up and are not disadvantaged by Covid-19 and the lockdown process.

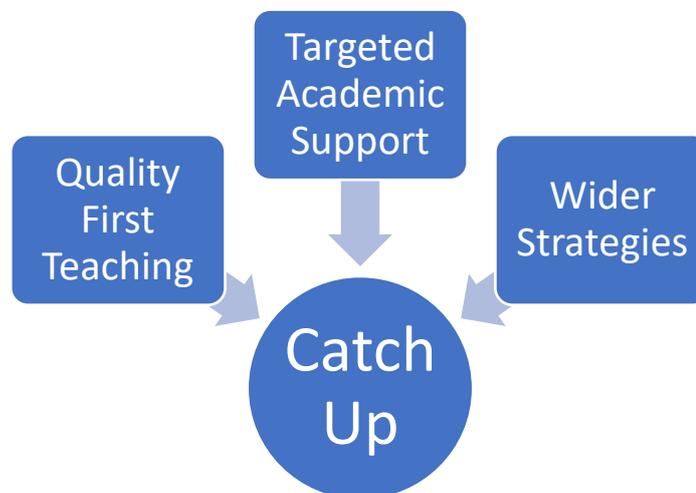
### The National Catch Up Premium Strategy in Context

The Catch Up Premium funding is given to schools by the government with the aim of targeting learning for specific groups of children who are identified as needing to catch up following disruption caused by Covid-19 from March 2020 through to the end of the Summer Term 2020.

At Woolsery Primary School, we are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life. It must be noted that:

*Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some form of support will be particularly beneficial to the disadvantaged*

*(Covid-19 Support Guide for Schools – June 2020)*



### Quality First Teaching

Great teaching is the most important lever schools have to improve outcomes for their children. Assessment information can help teachers determine how to support their children most effectively. Every child will have been affected differently by Covid-19. Setting aside time to enable teachers to assess children's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Support in this area is:

- Quality first teaching supported by evidence-informed CPD for teachers and support staff
- Termly baseline assessments analysed to show gaps in learning and to inform future planning
- Recovery Curriculum planned in English and Maths (curriculum essentials identified and taught/revisited across wider curriculum subjects)
- A broad and engaging curriculum focused on vocabulary acquisition and oracy skills
- Frequent low stake testing to ensure all children, but in particular disadvantaged children, experience success and celebrate the acquisition of knowledge
- Additional reading resources for EYFS and Year 1 to enable catch up of missed early reading and phonics.

### Targeted Academic Support

There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Support in this area is:

- Facilitation of small group targeted learning by backfilling teachers roles in the classroom
- Precision teaching of core knowledge and Pre-teaching of vocabulary work for identified children
- Boxhall Profile used to identify mental health needs in identified children
- Targeted support from the National tutoring Programme as it is rolled out

### Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year must focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Some children will need additional support to promote wellbeing and good mental health.

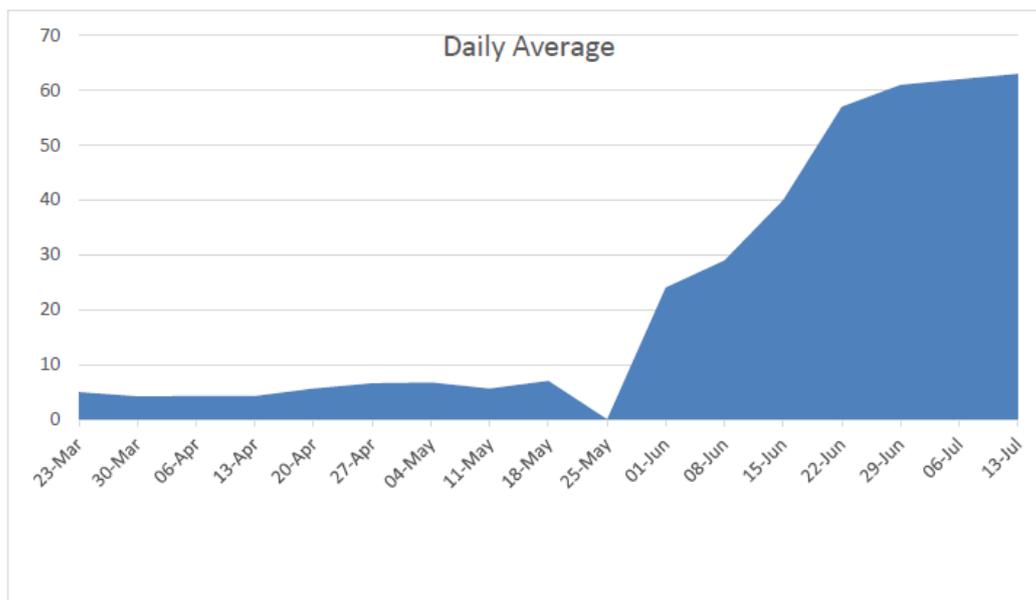
Support in this area is:

- Mental health support from class based support staff and teachers
- Counselling made available for identified children through the Early Help process
- Reconfiguration of internal shared areas of the school to enable covid-secure group and individual work to take place
- Targeted support programme to tackle poor attendance/engagement of vulnerable children

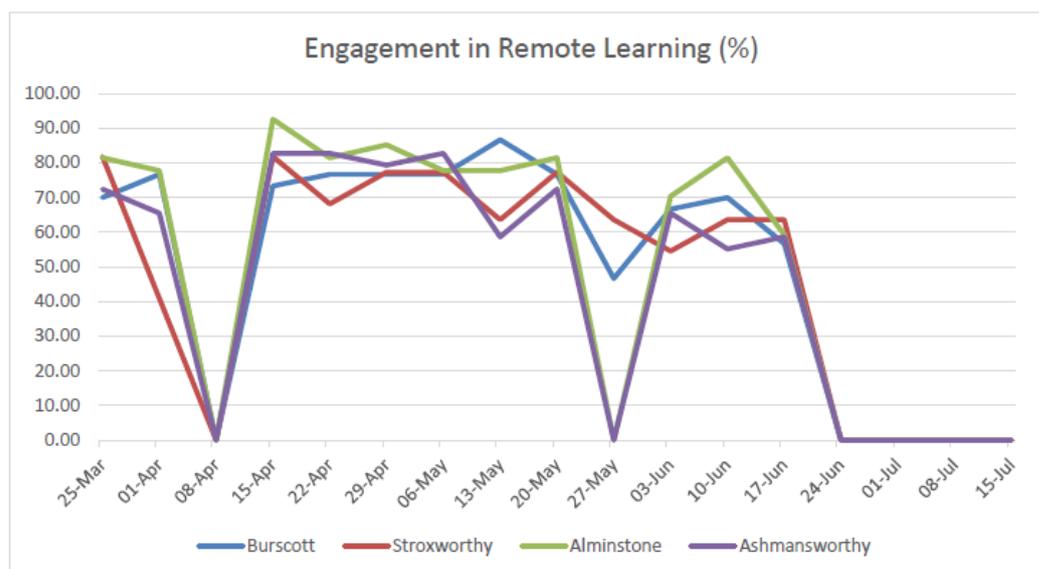
## Woolsery Primary School: Catch Up Premium

How the fund will be managed	
Total number of children on roll (Sept 2020)	120
Amount of funding received per pupil	£80
Proportion of children disadvantaged	8.3%
<b>Total allocation expected:</b>	<b>£9,600</b>
Governor Lead	Tracy Buckley
Statement Created by	Matt Cole
Review Date:	Spring Term 2021. This version: Summer 2021

Attendance rates during the Lockdown period (23<sup>rd</sup> March – 17<sup>th</sup> July)



Engagement in Remote Learning



Of the eligible year groups to return from 1st June, this analysis shows the percentage of learners taking places in school for at least the final month of term:

<u>Group</u>	<u>Number in Group</u>	<u>Returnees</u>	<u>Percentage Returning</u>
Preschool	30	11 (not all full time)	36%
Reception	8	2	25%
Year 1	25	16	64%
Year 6	21	7	33%

### Barriers to future attainment

#### **In-school barriers:**

- Children need to develop their stamina and resilience for learning again, particularly in writing
- The routine of the school day is tiring for those who have been learning at home for prolonged period of time
- Learning behaviours need to be revisited
- Some children have social, emotional and behavioural problems affecting their wellbeing and progress, and that of the children around them
- Children have had a very varied experience of school due to restricted opening: some haven't attended at all, some have begun learning from home and moved back into school as family circumstances changed, some have been in full time. This has the potential to undermine the children's initial ability to learn together in the classroom.
- Some children are affected by low self-esteem and/or emotional and mental health issues
- Access to a range of experiences, including social and educational out of school activities, has been restricted due to lockdown
- Engagement in learning of families upon return to school can be variable – particularly for those who have spent many months home schooling who have now handed back over to school
- Families' ability to engage in remote learning due to connectivity issues/rural broadband, or from lack of appropriate technology

#### **External barriers:**

- Attendance at school isn't always a family priority in the current climate
- Home environment and/or lack of routine means that some children arrive less prepared for learning
- Potentially inconsistent teaching and learning approaches and resources available at home
- Lack of connectivity for families to be able to access Google Classroom
- Potential attachment issues, particularly for emotionally vulnerable children and for younger children who may have had a disrupted start to their education due to restricted opening.
- Increased levels of financial hardship at home due to employment being affected by Covid-19
- Increased levels of family stress at home due to Covid-19

## Summary of Planned Catch Up Spending 2020/2021

(This is a summary document only, full details of actions and precise funding allocations can be found in the School Recovery Plan, available from the School Office.)

1. Academic Recovery			
Objectives	Success Criteria	Funding Arrangements	Final Evaluation
1.1 Know where gaps have emerged in our children's learning	<ul style="list-style-type: none"> <li>Core subject skills and knowledge gaps in all year groups identified</li> </ul>	nil	
1.2 Plan to close identified gaps	<ul style="list-style-type: none"> <li>Teacher plans and teaching in Term 1 focuses on quickly closing identified gaps</li> </ul>	Funding allocated for additional class based resources to support catch up activities: £500 per term (£100 per class per term = <b>£1500</b> total) Funding allocated for strategic whole-school resources <b>£1500</b>	
1.3 Use teacher assessment to close gaps	<ul style="list-style-type: none"> <li>Teacher assessment in Term 1 is precisely focused on closing identified gaps</li> </ul>	nil	
1.4 Instigate teacher-led catch-up programmes across the school	<ul style="list-style-type: none"> <li>Teacher-taught catch-up programmes in place by October for children who are not responding to finely-targeted assessment</li> <li>Children accessing teacher-led catch up programmes make measurable progress over project lifetime</li> </ul>	Funding allocated for teaching staff release: <b>£5000</b>	

1.5 Evaluate the success of gap-closing activities throughout the year	<ul style="list-style-type: none"> <li>Core subject skills and knowledge assessed at end of Term 1, 2 and 3 to measure progress from New Baseline towards end of year expectations</li> </ul>	Funding allocated in 1.2 above	
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2. Recovering Professional Routines and Organisation			
Objectives	Success Criteria	Funding Arrangements	Final Evaluation
2.1 School Leadership to be re-organised to reflect new priorities	<ul style="list-style-type: none"> <li>Team Leaders have a clear Brief and links to Recovery Plan</li> <li>Meetings more efficient and staff clearer on roles and expectations</li> </ul>	nil	These objectives were overtaken by events during the academic year. With a second closure of schools in January 2021, leadership roles took on a very different function and all staff, governors were working at capacity.
2.2 Governor roles to be aligned to new structure	<ul style="list-style-type: none"> <li>Governor visits aligned to Recovery Plan and constituent Teams</li> <li>Governors have a clear Brief for monitoring the Plan</li> </ul>	nil	This helped demonstrate to HT and Governors that the leadership tier was under immense and unsustainable pressure to deliver outcomes.
2.3 All whole-school and departmental processes to be reviewed in light of emerging protective measures for schools	<ul style="list-style-type: none"> <li>Core whole-school functions continue in some form (e.g. assemblies, productions, family groups)</li> <li>Core strategic functions continue in some form (e.g. Subject Leader hubs, SENDCo Forum, Early Years meetings, DTSA meetings, ACCT processes and events)</li> </ul>	nil	At the same time, school was approached by neighbouring schools about similar issues and has begun working towards a Management Partnership and possibly a long-term Federation in order to address some of those capacity issues and ensure small school, rural education remains viable in all served communities into the future.

2.4 Restore non-embedded school focus areas to prominence	<ul style="list-style-type: none"> <li>• All staff have revisited whole school roll-out of <ul style="list-style-type: none"> <li>○ Create Development PE</li> <li>○ Oracy</li> <li>○ SCARF</li> <li>○ Charanga Music</li> </ul> </li> </ul> <p>and are able to confidently implement them in their classrooms through routine practice</p>	nil	This work was interrupted severely by the January closure, but nevertheless important gains were made in all 4 areas. Work remains to be done in fully embedding these initiatives as normal life slowly returns.
2.5 Drive up standards in maths and in early reading through close working with respective Teaching Hubs	<ul style="list-style-type: none"> <li>• Work with Jurassic Maths Hub delivers a clear expectation of Mastery in Maths across the school and an upturn in subject knowledge and teaching approach</li> <li>• Other outcomes depending on guidance from the Jurassic Hub during supported phases</li> <li>• Work initiated with Ilsham English Hub via DTSA informs long term strategy for phonics, banded reading books and whole school approach to reading development across the Early Years and Key Stage 1</li> </ul>	Funding to support staff release time to participate fully in Hub activity <b>£1500</b>	<p>This work took on fresh impetus following maths leadership changes and huge gains have been made in updating practice across the school with regards to teaching for mastery. More remains to be done as school returns to normal and so the school has asked to be part of the next phase of roll-out with Jurassic Hub in 2021/2022</p> <p>Timely work with Ilsham English Hub has led to a more confident direction for the school in relation to early reading and the Subject Leader is now preparing the school to be an early adopter of the revised Letter and Sounds SSP with Little Wandle Hub</p>

### 3. Addressing Wellbeing, Mental Health and Social Issues

Objectives	Success Criteria	Funding Arrangements	Final Evaluation
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3.1 Obtain baseline of children's mental health state on full reopening	<ul style="list-style-type: none"> <li>All children in NC years participate in survey during first three weeks of term</li> <li>Data from survey shared to ensure teachers are able to be responsive to emerging needs of the class</li> </ul>	In-house survey, no cost	
3.2 Implement full coverage of new PSHE curriculum	<ul style="list-style-type: none"> <li>All staff using SCARF resources for a minimum of one dedicated hour per week (more if needed in early stages of full reopening)</li> <li>Inclusion and Wellbeing Team are monitoring roll-out of Scarf resources and supporting teachers in implementation</li> </ul>	nil	SCARF fully implemented in school and through Remote Learning
3.3 Provide CPD and wider learning opportunities for staff and children	<ul style="list-style-type: none"> <li>All children and staff have participated in one-site SCARF delivery days from Coram Education</li> <li>Profile of SCARF raised further across the school</li> </ul>	Purchased as part of SCARF package detailed in section 1	Corum Education delivered CPD on SCARF virtually and this allowed all classes to implement SCARF once normal class routines returned. Children have received this well and enjoy the sessions. The school will undoubtedly benefit from a structured approach to the teaching of relationships and health education
3.4 Share information about SCARF with parents and carers	<ul style="list-style-type: none"> <li>Parents are fully aware of SCARF and how it is being used in the school.</li> </ul>	Purchased as part of SCARF package detailed in section 1	Postponed due to further Lockdown and enforced partial closure
3.5 Obtain comparative measure of children's mental health state from full reopening to February 2021	<ul style="list-style-type: none"> <li>All children in NC years participate in survey during first three weeks of term</li> </ul>	nil	Postponed due to further Lockdown and enforced partial closure

	<ul style="list-style-type: none"><li>• Data from survey shared to ensure teachers are able to be responsive to emerging needs of the class and successes so far</li></ul>		
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## Appendix A: January Lockdown

The UK went into another full lockdown in January 2021. This had a severe impact on the ability of the school to implement the plan, as shown in the Final Evaluation above.

However, this document, together with the School Recovery Plan, was instrumental in ensuring the school was well placed to significantly improve its Remote Learning Offer to families ahead of the Lockdown. New measures included:

- Implementation of the vision that the teacher would take responsibility for learning for all their children, not just those in school. This removed the burden from parents as much as possible and enabled the preservation of standards in learning outcomes.
- Expectation set that all children attended school, either virtually or in person, every day and at specific times, for the duration of Restricted Opening #2. This included registration via Google Meet so there was “face to face” contact and follow up by staff or EWO for non-attendees.
- Public appeal for technology donations from the community which yielded 15 additional laptops which were given to families under pressure so they could connect to multiple lessons for their children, or engage with learning on an appropriate device
- Daily maths and English lessons for all children, using the online resources purchased in the Plan above
- Wider curriculum opportunities for all children using online materials such as REAL PE, Charanga Music and SCARF

This meant that participation in “school” during the Spring Term was higher (in terms of “attendance” than in the corresponding term in 2019 when the school was open.

Full use was made of Google Classroom for writing activities in particular, meaning that on re-opening, there was a noticeable reduction in fatigue from the children who had been working from home although, of course, social and emotional difficulties persisted for the most vulnerable. This was also true of core maths skills which were largely maintained for the vast majority of children thanks to the children at home being able to view videos on White rose Maths which reinforced the Mastery approach, use of images and technical vocabulary.

Summary of expenditure (Actual):

Item	Projected Spend from Catch Up Premium (£)	Actual Spend (£)	Difference (£)
Teaching Assistants – additional hours or payment at HLTA rate to release teaching staff	1000	2046.15	+ 1046.15
Supply Teachers – to release teaching staff for catch up activities and related school development priorities	4000	4411.85	+ 411.85
Class-based resources to close identified gaps	1500	1500	=
Strategic whole resources to close identified gaps (e-book subscription, online maths, online phonics, etc)	1500	2154.44	+ 654.40
Totals	8000 (1600 remaining for contingency)	10112.44	+ 2112.44 (512.44 over total allocation)