

COVID Catch-Up Premium Report for: Westbrook Old Hall Primary School



COVID Catch-Up Premium spending: summary

SUMMARY INFORMATION			
Total number of pupils of roll:	355	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,600 (Based upon last census)		

Use of Funds:

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.

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.

STRATEGY STATEMENT

• Our school's catch-up priorities

All Pupils	PPG Pupils
<p>Initial assessment has highlighted the following priorities on return to school post Covid closure:</p> <ul style="list-style-type: none"> • Writing, Spelling and Grammar • Phonics • Reading • Vocabulary, skills and knowledge application • Maths • Capacity to work with increased independence • Access to further improved remote learning in the event of closure 	<p>Initial assessment has also highlighted the following priorities on return to school post Covid closure for pupils in receipt of PPG – these will be addressed in the PPG Plan:</p> <ul style="list-style-type: none"> • Writing, Spelling and Grammar • Phonics • Reading • Vocabulary, skills and knowledge application • Maths • Capacity to work with increased independence • Access to further improved remote learning in the event of closure

Current attainment

	READING ARE %	WRITING ARE %	MATHS ARE %
YEAR 1	60	62	68
YEAR 2	52	13	15
YEAR 3	54	30	58
YEAR 4	58	43	44
YEAR 5	62	40	39
YEAR 6	28	10	12

The overall aims of your catch-up premium strategy:

- To reduce any learning loss and raise the attainment of all pupils, in all subjects due to Covid19 closure for all pupils so that all pupils make at least inline or better progress than pupils nationally at EYFS, Y1 phonics, KS1, and KS 2
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To increase pupil's engagement in online learning both at home and school

Barriers to learning

The following data sources were used to identify barriers to attainment at WOHPs:

- Internal assessment and reporting software
- The EEF [families of schools' database](#)
- Staff, pupil and parent consultations
- Attendance records
- Most recent school Ofsted report
- IDSR - 3 Year Report
- Guidance from external partners

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor speech and language skills from on entry
B	Lower than national EYFS Baseline 2020
C	There are now significant gaps in knowledge- Reading/Writing/Maths and all other curriculum areas across all year groups – focus on Y2 and Y6 – 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 powerful curriculum moments.

ADDITIONAL BARRIERS

External barriers:

D	Attendance – PP and SEND pupils historically have lower attendance than Non-PP and non-SEND (this has been exacerbated by Covid with remote learning previously not accessed)
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E	Parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships -lack of devices
F	Social, emotional and economic needs for an increasing number of families post Covid19

Planned expenditure for current academic year

Quality of teaching for all - teaching and whole school strategies - Supporting great teaching, pupil assessment and feedback and transition support

Baseline: Autumn term formative assessment of children has identified the key priorities as identified above. Appropriate teacher assessments took place in Phonics, Reading, Spelling, GAP and Maths. The analysis has informed next steps in teaching and intervention. Year 2 will undertake the Year 1 phonics assessment. This formative data will be used to support Spring Term catch up provision and intervention

Action	Intended impact and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><u>Supporting high quality teaching:</u></p> <p>Implement a revised/recovery curriculum which is sharply focused on core key skills in Reading/Writing/Maths</p> <p>Secure value for money for all pupils including those eligible for the PPG through highly effective teacher assessment – identifying effective targeted support</p> <p>Address social and emotional aspects of learning</p>	<p>All pupils reduce any deficits in learning, in all subjects across all year groups</p> <p>Build confidence and self esteem</p>	<p>Increased teaching capacity and targeted support to address any gaps in core learning for Reading/Writing/Maths</p> <p>Increased leadership capacity for high quality pupil progress meetings, at least half termly, drives this as a priority for all pupils</p> <ul style="list-style-type: none"> • EEF School Planning Guide • educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools • educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/ • educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ • educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ • educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/ • educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/ 	<p>Quality assurance from Multi Academy Trust partners and moderation planned in Maths and English</p> <p>Pupil work analysis</p> <p>Formative and summative assessment termly data</p> <p>Lesson studies</p>	<p>HT DHT SLT</p>	<p>Termly</p> <p>Teacher and teaching assistants' costs already in budget</p> <p>PPG Costs from PPG Grant £52065</p>

		<ul style="list-style-type: none"> educationendowmentfoundation.org.uk/school-themes/ <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments</p>			
<p>Develop a sustained and whole school consistent approach to Reading and Reading Catch Up –Letters and Sounds, Phonics Play, Oxford Owl and Reading Plus used for remote learning</p>	<p>All pupils make rapid and sustained progress in Phonics and Reading and achieve at least the expected end points</p>	<p><u>EEF: Reading Comprehension Strategies</u></p> <p><u>High Impact for very low cost based on extensive evidence</u></p> <p><u>EEF: Phonics</u></p> <p><u>Moderate impact for very low cost, based on very extensive evidence</u></p>	<p>Internal termly data from teacher assessment in Reading/Writing/ Maths</p> <p>Internal Y2 phonics screen (Summer 2021)</p> <p>Internal Y1 phonics screen (Summer 2021)</p> <p>NELI data after 20 weeks</p> <p>EY Profile July 2021</p>	<p>English, Maths, EY and SEND Leaders</p>	<p>Half termly Reading Resources £ 2850</p> <p>After 20 weeks TA early years cover £1161</p> <p>Half termly</p> <p>Teacher and teaching assistants' costs already in budget</p>
<p>Implement Nuffield Early Language Intervention (NELI) in Reception</p>	<p>All pupils make rapid and sustained progress in developing their vocabulary, listening and narrative skills – target of +3 additional months</p>	<p><u>EEF: NELI</u></p> <p><u>Moderate impact for very low cost, based on very extensive evidence</u></p>			
<p>Implement 1:1 and group Phonics intervention catch up</p>	<p>All pupils make rapid and sustained progress in phonics and achieve at least the expected end points</p>	<ul style="list-style-type: none"> educationendowmentfoundation.org.uk/covid-19-resources/neli/ TA RecommendationsSummary.pdf (educationendowmentfoundation.org.uk) 			
<p>Develop a sustained and consistent</p>	<p>All pupils make rapid and sustained progress in</p>	<p><u>EEF: 1:1 Mastery Learning</u></p>			

<p>approach to Maths catch up through the White Rose Maths Mastery Recovery Curriculum</p> <p>Develop a sustained and consistent approach to Writing catch up through Mike Cain Mastery Emergency Target</p>	<p>Maths and achieve at least the expected end points</p> <p>All pupils make rapid and sustained progress in Writing and achieve at least the expected end points</p>	<p><u>Moderate impact for very low cost, based on moderate evidence</u></p> <p><u>EEF: 1:1 Tuition</u></p> <p><u>Moderate impact for high cost, based on very extensive evidence</u></p> <p><u>EEF: Small Group Tuition</u></p> <p><u>Moderate impact for moderate cost, based on limited evidence</u></p>			Termly
<p>Increase participation in online remote learning and extend learning time opportunity as well as mitigate against attendance due to COVID</p>	<p>Purchase devices for disadvantaged children to use in school and at home from the DFE -18 laptops</p> <p>Purchase 24 devices and covers for all other pupils from digital poverty audit to loan in case of closure</p>	<p>educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report</p>	<p>Surveys of devices and tracking of online learning</p>	<p>HT DHT SLT</p>	<p>Seesaw uptake at the closure of each bubble and ongoing Laptops covered by DfE Scheme</p> <p>£3,000</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with WOHPS will have an opportunity to become familiar and confident with the setting before they arrive</p>	<p>A 360 interactive virtual tour of CVPS is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that all new starters are confident in joining a new school</p>	<p>High inward mobility especially pupils that are assessed as fair access</p>	<p>Pupil and parent feedback</p>	<p>HT DHT SLT</p>	<p>Annually Tour £300 covered centrally by the Multi Academy Trust</p> <p>Teacher cover £150</p>
Total budgeted cost:					£7161

Targeted support - One to one and small group tuition

Baseline: Autumn term teacher assessment based on formative and summative strategies has identified the key priorities as identified above. This has informed next steps in teaching and intervention. Catch Up provision has been timetabled using internal and external providers

Action	Intended impact and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><u>Small Group Tuition</u> Additional teacher to target Y6 pupils in Reading/Writing and Maths</p> <p>Additional 2 teaching assistants to deliver interventions to targeted pupils in Y1 and Y2 in Phonics/Reading/Writing and Maths</p> <p>Catch Up 1:3 face to face and online tutoring using NTP tutors to target pupils in Y3, Y4 and Y5 in Reading and Maths</p>	<p>Identified children will have significantly increased rates of reading fluency, prosody, improved knowledge of grammar and punctuation, comprehension and calculation strategies. Basic skills to be revisited and embedded</p> <p>The attainment of all identified children improves and effect of lockdown is becoming negated</p> <p>All pupils catch up lost learning areas including those that are shielding at home and those in school identified by teacher assessment</p>	<p>EEF School Planning Guide</p> <p><u>EEF: Small group tuition</u> <u>Moderate impact for moderate cost, based on limited evidence.</u></p> <p><u>EEF: One to one tuition</u> <u>Moderate impact for high cost, based on extensive evidence</u></p>	<p>Pupil work analysis Formative and summative assessment termly data</p> <p>External data from NTP</p>	<p>HT DHT SLT</p>	<p>Half termly</p> <p>£6588</p> <p>£9080</p> <p>At the end of 15-hour programme</p> <p>£2554</p> <p>Maths NTP still to be confirmed</p>
Total budgeted cost:					£18222

Wider strategies / Other approaches – Supporting parents and carers, access to technology, out of school(holiday) support

Baseline: Analysis of remote learning uptake during closure showed an average of 60% of pupils engaging in home learning – this highlighted the need to undertake a technology deficit audit across the school to ensure effective targeted support. Pupil and parental consultation on return to school highlighted the need to focus on developing effective pupil learning behaviours with a specific focus on independence, resilience and attendance at school.

Action	Intended impact and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><u>Supporting parents and carers</u></p> <p>Additional online learning resources will be purchased, to support children learning at home. Timetable Rock Stars, Numbots, Spelling Shed and See Saw will be purchased so that children can practise key skills at home</p> <p>Home learning packs to support remote and online learning</p>	<p>Children will have greater opportunities to access to high quality learning and feedback at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning overtime</p> <p>All children, in each year group will have remote learning packs to support on screen learning at home – increase engagement and outcomes for all pupils</p>	<p><u>EEF: Parental involvement</u></p> <p><u>Moderate impact for moderate cost, based on moderate evidence</u></p> <p>Working with Parents to Support Children's Learning. educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.</p>	<p>Parent feedback Seesaw reports Pupil voice Pupil outcomes</p>	<p>HT DHT SLT</p>	<p>Half termly</p> <p>£2100 - £1500 of which covered by Multi Academy Trust</p> <p>£300</p>
<p><u>Access to technology</u></p> <p><u>Rolling programme of ICT resources TBC</u></p>	TBC	TBC	TBC	TBC	TBC

<u>Attendance Officer</u> School to purchase service level agreement from Local Authority to work with families to improve attendance From Sept '20	All pupils, including SEND and PPG pupils have improved attendance and social and emotional support to attend school	EEF: Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. EEF: Parental involvement Moderate impact for moderate cost, based on moderate evidence	Attendance data of all pupils and identified groups	HT	Half termly PPG Costs from PPG Grant £1000
Total budgeted cost:					£900

Cost paid through Covid Catch-Up	£26283 Remaining budget £3317
Costs paid through PPG	£53065
Cost paid through central service Omega Multi Academy Trust	See Saw - £1500 Virtual Tour £300

ADDITIONAL INFORMATION



RECOVERY
CURRICULUM.docx



REMOTE LEARNING
POLICY.docx



REMOTE LEARNING
STATEMENT.docx

Monitoring the impact and effectiveness of Catch-Up Premium expenditure

IMPACT EVALUATION & QUALITY ASSURANCE

Expenditure will be reviewed internally as part of SSE process and externally by the Trust/SIP.

First update – January 2021

Individual school plans will feed into a report to Trustees in February 2021 and July 2021.