

Catch-Up Premium Plan – End of Year Review July 2021

Warren Farm Primary School

Summary information					
School	Warren Farm Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£24,560	Number of pupils	324

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>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.</p>	
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	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and Punctuation 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.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, 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. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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 powerful curriculum moments.</p>

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 / review	Staff lead	Review date
<p><u>Supporting great teaching:</u> Teachers having access to high quality resources to improve Reading and writing standards across the school</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p> <p>The foundation subject (Non-Core) will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Purchase New Phonics Scheme and 'Read into Writing' Scheme. Purchase Outside Training - Supporting Focus on reading/writing and the development of the 'Love of Reading'. (SDP/OFSTED).</i></p> <p>(£7384)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p>(£1,000)</p> <p>To implement New Warren Farm (Non-Core) curriculum this will provide staff with support for planning. This part of the school curriculum will be slowly introduced over the academic year 2020/21. Fully in place by September 2021. Allowing a focus to initially be on Reading, Writing and Maths 'Catch-up'.</p> <p>Recovery Phase – Additional Teaching Support Assistants Purchased to support Class 'Catch-up'.</p> <p>(£25,775)</p>	<p>Schemes purchased and being embedded into the Reading system.</p> <p>Additional maths equipment provided (cubes etc)</p> <p>Completed within set timescales.</p> <p>2 additional TAs employed for this purpose.</p>	<p>GB/KT</p> <p>CO</p> <p>GB</p>	<p>Completed Feb 21</p> <p>Completed Feb 21</p> <p>Completed July 21</p>
<p><u>Teaching assessment and feedback</u> 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><i>Purchase and implement NFER Test-style Standardised Assessments. Complete termly tests and record assessments on Classroom Monitor and NFER Platform to identify gaps to track performance.</i></p> <p>(£2,300)</p>	<p>Tests purchased. Tests due to be taken after Easter holiday.</p>	<p>GB/CO</p>	<p>Completed Feb 21</p>
<p><u>Transition support</u> Children who are Returning to school from National Lockdown (Sept 20) have an opportunity to settle back into school and teachers have the skills to address any Mental Health concerns</p>	<p>Recovery Phase – Appoint Mental Health Lead (DHT) and deliver training for all staff using DFE material for Mental Health Support.</p>	<p>DHT appointed as Mental Health Lead. Training for all staff delivered 7/9/2020</p>	<p>GB/CO</p>	<p>Completed Feb 21</p>
Total budgeted cost				£36,459

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Small Group Tuition Identified children will have significantly increased rates of Basic Writing skills and Mathematical skills.	<i>Outside Tutors will be appointed under the National Tutoring Programme.</i> Children will receive small group teaching (1:3) for a six week period during the afternoon. (£13,230)	Tutors appointed. Delayed start due to national lockdown. NTP started w/c 8/2/2021.	CO	Completed Feb 21 Plan to continue next academic year
<u>Intervention programme (EYFS)</u> An appropriate Language intervention, such as Nuffield Language programme will support those identified children in reinforcing their understanding of basic language and communication skills.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£2,500)	NELI programme purchased.	GB/SB	Training completed Feb 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (30 min per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	1-1 Tuition - Reading 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. See 1:1 for inclusive costing	See small group above.	CO	Completed Feb 21
Total budgeted cost				£15,730

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning 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. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Remote Learning <i>Additional online learning resources will be purchased, such as Bug Club, TT Rockstars to support children learning at home.</i> £3990	Learning resources purchased and available to children to use at home during lockdown.	CO/NG	Completed Feb 21
	<i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £250	Packs prepared.	CO/NG	Completed Feb 21 – moved to Google Classroom
<u>Access to technology</u> During the catch-up extended school provision, children can access Google Classroom. Laptops provided by school during ‘bubble’ lockdown. (Loan system). Teachers will have training for Google Classroom this will allow the teachers to access school-based resources from home.	<i>School will access Government support for Laptops. They are to be used to further support online access to resources for the children accessing Remote learning (They can also be lent to parents to support home-learning if needed.)</i>	62 laptops / tablets received from DfE scheme. These were used to facilitate remote learning. Existing school laptops also loaned out.	GB/SBM	Completed July 21
	<i>Purchase Google Training for all staff. This will enable teachers to facilitate effective home-learning with increased capacity to share resources and communicate learning to children. (Government funded)</i>	Google Classroom purchased and staff trained during Autumn Term 2020. Used extensively during lockdown.	CO/NG	Completed Feb 21
Total budgeted cost				£4,240
Total budgeted cost				£56,429
		Cost paid through Covid Catch-Up	£24,560	
		Cost paid through charitable donations	nil	
		Cost paid through school budget	£31,869	