



Covid-19 Catch-Up Premium Report

Total number of pupils:	366
Pupil Premium children:	52.5%
SEND children:	38.3%
EAL Children:	62.3%
Amount of catch-up premium received per pupil:	£80.00
Total Covid-19 catch-up premium budget:	£28,720
Trench 1 amount:	£7,180
Trench 2 amount:	
Trench 3 amount:	
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STRATEGY STATEMENT

Catch-Up Priorities

Upon return to school, we postponed the introduction of new curriculum content until the children had time to reconnect with the school environment, both physical and emotional; adapt to new routines; and build solid relationships with their peers and the adults who are around them. We continually aim to provide a nurturing environment to promote and support development of good mental health and wellbeing. This will remain a priority over the coming year, and beyond.

By carrying out baseline assessments, we have been able to identify a clear trend across the whole school. There is a significant decrease in the number of children who are working at/above the expected level across the curriculum and also a regression of attainment in those with Special Educational Needs. Analysis of this data shows that there are large gaps in children's knowledge and skills. Therefore, it is essential that we implement secure strategies to diminish these gaps to ensure children can not only get back on track, but make continued accelerated progress.

To best meet the needs of our pupils and ensure learning continues to take place if we were to face any kind of lockdown situation again, or if a child/ children need to isolate, we realise that strengthening the connection between learning that takes place at school and at home is essential. Wormholt Park Primary School is in an area of significant deprivation. Many families live in overcrowded accommodation. Lots of parents do not speak English as their first language, or cannot access it at all. In addition, perhaps the most significant challenge in ensuring children have access to high quality teaching at all times is the number of children at Wormholt Park Primary School who do not have access to technology. The lack of access to the internet or use of a phone or laptop, has been an important factor affecting the extent to which the children at Wormholt Park Primary School can learn effectively at home. We have been working on a number of strategies to overcome these barriers but it remains a challenge.

PURPOSE

Aim

To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

To reduce the attainment gap between disadvantaged children and their peers.

To reduce the attainment gap between those identified as having been significantly impacted by the school closure.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

Access to quality teaching for all children, including children isolating at home.

Low baseline assessment data across the whole school shows that there are gaps in children's learning.

Children experiencing poor mental health and emotional wellbeing.

External barriers:

Poor and sporadic attendance, including those mandated to isolate at home on a number of occasions.

Unsuitable home learning environment and difficult accessibility factors.

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	Monitoring	Staff Responsible	Review Date	Cost
<p>Adjustments to the curriculum in order that coverage reflects the intended teaching and learning outcomes for 2019-2020.</p> <p>Careful planning by class teachers and subject leads will ensure that we maintain the focus on having a broad and balanced curriculum.</p>	<p>Analysis of children’s attainment will show an increase in the number of children who are at the expected/+ level.</p> <p>Analysis of children’s progress data will show accelerated progress from Baseline data.</p>	<p>SLT to analysis data alongside class teachers and subject leads.</p>	<p>Subject leaders SLT</p>	<p>Termly</p>	
<p>The introduction of Google Suite (GSuite) to provide additional support if children need to learn while they are at home.</p> <p>Teachers can ensure effective learning is taking place, with clear progression in learning and skills. Additional effort is made to ensure the usual elements of effective teaching are present during online learning opportunities, e.g. setting clear explanations, scaffolding, practice and feedback.</p>	<p>Children confidently access learning from home day to day, when isolations, in the event of whole school closure.</p> <p>Online learning is the same as what would be taught in school, and there is clear progression in lessons and skills.</p> <p>Children are actively engaging with GSuite in order to enhance their at home learning experience.</p>	<p>Effective teaching and learning will take place at home.</p> <p>SLT, computing lead and teachers to continually monitor GSuite access and use.</p> <p>Informal feedback</p>	<p>SLT Computing Lead Class Teachers</p>	<p>Half Termly</p>	

<p>In addition, providing support and guidance for children and their parents/ carers on how to use technology effectively is essential. Supporting children with access in school and by speaking to parents and sending home key information.</p>	<p>Teachers and support staff are providing next steps and feedback to children, and therefore children are making progress in their learning, leading to increased levels of progress and attainment.</p>	<p>from parents on use. Pupil interviews</p>			
<p>Targeted support</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>Monitoring of Implementation</p>	<p>Staff Responsible</p>	<p>Review Date</p>	
<p>Detailed analysis of baseline assessment data to identify children who have fallen behind as a result of school closure.</p> <p>To provide additional intervention to identified children to close gaps in learning, as identified by baseline assessments.</p> <p>An adult will be deployed to focus specifically on delivering carefully planned intervention to children in small groups or 1:1, as appropriate.</p> <p>An adult will be deployed to work with Year 1 children, another adult to work with Year 2 and Year 3 children, and a third adult to work with children in Year 4- Year 6.</p>	<p>Analysis of children’s attainment will show an increase in the number of children who are at the expected/+ level.</p> <p>Analysis of children’s progress data will show accelerated progress from Baseline data.</p>	<p>SLT to analysis data alongside class teachers, subject lead and the Catch- Up adults.</p> <p>Termly Progress Reviews.</p>	<p>SLT Covid Catch-Up Adults Class Teachers</p>	<p>Half Termly</p>	

<p>This targeted support is to be delivered in addition to usual differentiation and support offered in class by teachers and support staff in these year groups.</p>					
<p>Focus on development of early reading skills and phonics.</p> <p>This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Children will benefit from daily additional phonics sessions.</p>	<p>Children's attainment in reading and in phonic assessments will increase.</p> <p>Children in Year 2 should complete the Phonics Screen which they missed in Year 1. After one term of additional intervention, children's attainment outcomes should be in line with their attainment levels in the Spring Term 2020.</p>	<p>SLT to analysis data alongside class teachers, subject lead and the Catch- Up adults.</p> <p>Phonics lead to carry out appropriate assessments.</p> <p>Phonics lead to carry out Screen, with support from SLT.</p>	<p>SLT Covid Catch-Up Adults Class Teachers</p>	<p>Every two weeks until Screen.</p> <p>Then every half- term, at least.</p>	
<p>The Nuffield Early Language Intervention (NELI) for 4-5 year olds.</p> <p>NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils.</p> <p>It will involve individual and small group scripted language teaching sessions delivered by trained school staff (usually teaching assistants).</p>	<p>Children working in the intervention group should make accelerated progress during and leave the programme working 4months ahead of their expected level in the summer term.</p>	<p>Resources will be sent to the Assistant Head Teacher and then shared with the EYFS team.</p> <p>EYFS staff member running the intervention will be able to complete online training from the start of the spring term in 2021.</p>	<p>SLT Covid Catch-Up Adults Class Teachers</p>	<p>Half-Termly</p> <p>As appropriate during the 20 week programme.</p>	

Total budgeted cost:	£76544
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Other approaches					
Action	Intended outcome	Monitoring of Implementation	Staff Responsible	Review Date	Cost
<p>Spend focused time on supporting children’s mental health, wellbeing and social skill development. Increase capacity of Mental, Emotional and Social Health Team (MESH)</p> <p>This will be at the core of all catch up work as children have not been in school for six months.</p>	<p>Children will feel happy, safe and cared for.</p> <p>Children will make accelerated progress across the curriculum.</p> <p>Parents will be happy sending their child to school.</p>	<p>Pupil voice interviews</p> <p>Informal parent conversations</p>	<p>SLT</p> <p>Class Teachers</p> <p>Whole School</p>	<p>Ongoing</p>	
Total budgeted cost:					

ADDITIONAL INFORMATION

<p><u>Supporting Documents</u></p> <ul style="list-style-type: none"> • Whole School Return Plan • School Home Learning Contingency Plan

- Baseline Data
- Covid-19 Catch-Up Adult Timetables x3
- Google Suite children's home access audit