

## The Whartons 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

The Whartons Primary School will receive £14,500

### 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 teaching**
- b) **Pupil assessment and feedback**
- c) **One to one and small group tuition**
- d) **Targeted interventions**

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

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

<b>Planned Expenditure</b>		
Children build resilience and strengthen confidence/good mental health approaches to learning	CPD for all staff on the importance of building resilience, recovery curriculum and implementing consistently across school	Learning walks Lesson observations Pupil voice
Children develop the skills of teamwork and collaborative learning.	Cooperative learning interactive patterns as a key pedagogy within school - CPD to all staff on how to structure and implement these approaches.	Lesson observations Learning walks Observational feedback Pupil perceptions
High quality behaviours for learning in lessons.	CPD to all staff on pedagogy of behaviours for learning, Learning to Learn skills, Growth Mindset and the importance of setting up brain friendly classrooms across school.	Lesson observations Learning walks Observational feedback Behaviour data
Children build on prior knowledge, develop a schema of essential knowledge in each subject and learning is secured	CPD to all staff on pedagogy of curriculum design, the importance of planned and clear learning approaches and use of assessment to support retrieval and close gaps in learning.	Lesson observations Learning walks Observational feedback
Total budgeted costs	£1,500	Costs involve internal and external CPD sessions, cover supervisors to cover lessons allowing for best practice sharing opportunities and review meetings following observations/learning walks.
<b>b) Pupil assessment and feedback</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you monitor impact?</b>
Clarity of gaps in prior learning related to national curriculum objectives and statements.	Juniper Education formative assessment tool to support identification of gaps and next steps being planned for.	Termly data drops SLT review of data

<b>Planned Expenditure</b>		
Accurate first-hand information allowing for targeted planning of future teaching.	Analysis from formative and summative testing for diagnostic purposes.	Termly data drops Pupil Progress Meetings SLT review of data
	Time for teachers to process assessment of gaps and formulate Wave 1, 2 & 3 provision maps. Time to release teachers to share pupil gaps and planned interventions with SLT & Assessment lead	Teacher progress discussions
Total budgeted costs	£1,500	Costs involve Staff deployment which is therefore requiring the presence of Cover Supervisors/HLTAs and Cover time away from the classroom, assessment materials being purchased and time for teachers to process assessments and plan interventions.
<b>c) One to one and small group tuition</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you monitor impact?</b>
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
Closing gaps from previous year's learning objectives	Teacher run Focus Learning Time Groups/ FLT (2x weekly) with small group of children. Teacher focuses on identified English or maths learning objectives not secured from 2019-20	Learning walk Termly data SLT review of data Teacher progress discussion (pupil progress meetings)
Closing gaps in Basic English and maths.	National Tutor Programme (NTP) accessed for vulnerable/disadvantaged children.	Learning walk In class assessments Interactive reviews between teacher and tutor

<b>Planned Expenditure</b>		
Closing gaps in Early Literacy	Assessing reception children for gaps in early literacy progress/understanding. Training support staff in delivery of focused literacy intervention. Facilitating NELI in school	Assessment outcomes Baseline and final outcomes
Total budgeted costs	£10,000	<ul style="list-style-type: none"> <li>-Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided.</li> <li>-Cost involved additional support staff hours for planning and delivering interventions</li> <li>-Support staff paid at higher level teaching assistant rate when covering the class to release class teacher for FLT groups</li> <li>- Hourly Tutor rate for catch up sessions</li> <li>-Tablet to deliver assessments and learning</li> </ul>
<b>d) Targeted interventions</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you monitor impact?</b>
Support for those children that have fallen behind the furthest to catch up to their peers.	<ul style="list-style-type: none"> <li>-Focussed English/Maths based interventions for children in upper KS2 in readiness for end of Key stage tests</li> <li>-These will be provided by class teacher and SLT members outside lesson times</li> </ul>	<ul style="list-style-type: none"> <li>Termly data drops</li> <li>Summative test outcomes</li> <li>SLT review of data</li> <li>Teacher progress discussions</li> </ul>
Total budgeted costs	£1,500	<ul style="list-style-type: none"> <li>-Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided by SLT.</li> <li>-Additional teacher hours for before and after school small group interventions</li> </ul>

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.