

## Catch Up Premium for Warstones Primary School

Academic Year 2020-21 (Financial Years 20-21 - 2021/22)

Total number of pupils	407	Total Catch up premium (£80 per pupil)	£34,480
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### Guidance

Children and young people across the Black Country have experienced unprecedented disruption to their education due to the pandemic that has struck worldwide. DfE have identified that those most affected by this have been the vulnerable and disadvantaged pupils.

Access to digital devices and internet has been a severe set back for a number of children. DfE have provided laptops and data hubs according to numbers of PP children in school.

School's allocation is calculated on a per pupil basis providing each mainstream school with a total of £80 per pupil.

This catch up premium will only be made available for this academic year (however funding will come in over the two financial years). (Still awaiting £14.360 of allocation Sept 2021)

Governors must be informed of the spend of this premium and its impact.

### Use of Funds

Schools must use their funding for specific activities to support pupils to catch up for lost teaching over the previous months due to COVID19

Schools have the flexibility to spend their funding in the best way for their cohorts.

To support schools the Educational Endowment Foundation (EEF) has produced guidance with evidence based approaches to catch up for all students.

### EEF Recommendations

The EEF advises the following:

Supporting 1:1 and small group tuition.

## What have we identified at Warstones?

<b>Reading</b>	<p>The first lockdown had a profound effect on reading as children did not have access to quality reading provision. During the second lockdown, teachers put more focus on our reading offer with expectations of daily reading, comprehension questions, reading books sent home, access to online books through 'Epic Reading'. A review on Accelerated reading after each lockdown showed from Jan 2020-Sept 2020 children in KS2 averaged 3.5 months progress over 9 months in KS2. From Sept 2020 to March 2021, children in KS2 averaged 9 months progress over a 6 month period.</p> <p>Engagement in KS1 and EY was apparent in work completed by children remotely. Y2 took the Y1 June phonics test in the Autumn term and achieved an 80% pass rate which was 5% higher than that predicted for the previous June.</p> <p>However, not all children were able to engage as successfully, and staff identified a number of children who have made little or no progress in reading and in need of intense support on return to school.</p>
<b>Writing</b>	<p>Stamina and resilience has been greatly affected. Children completing smaller pieces of work remotely and have not had the opportunity to write for longer periods of time or sustain their writing plans and thought process over longer periods of time, staying focused on a task. A number of children identified as losing muscle strength to hold pencils and write for longer periods of time. Handwriting becoming an area for support higher up the school.</p>
<b>Maths</b>	<p>Considerable content and specific year group objectives have been missed or the gaps between children widen, due to some engaging well with maths online and others not. Use of LA assessments after each lockdown to highlight gaps in knowledge and Summer term 2021 focused on identified gaps and 'Efficient Curriculum' as advised by LA advisors to prepare children for the start of Autumn 2021.</p> <p>TT Rockstars available all through lockdown with staff setting competitions to engage children. Purple maths games and activities on top of set tasks from teachers enriched the home curriculum.</p>
<b>Science</b>	<p>Whole units have been missed. Subject leaders to review which missed units need to be covered in Y5 and 6 in particular to ensure they leave primary school with a broad understanding ready for secondary.</p>
<b>Foundation Subjects</b>	<p>As our curriculum is topic based, different cohorts will have missed varying amounts of each subject depending on which units missed. A new curriculum starting. Staff will have to review what previous knowledge children have in each subject as they start each new unit over the coming two years.</p>
<b>PSHE</b>	<p>Focus on well being, with staff screening all children on return from each lockdown to identify individual mental health needs and intervention groups, therapy sessions, mentoring allocated by need. Curriculum PSHE to look back over previous years as needed.</p>
<b>Assessment</b>	<p>No statutory data to draw on only teacher assessment supplemented by LA assessment sheets. Teachers input termly judgements on INSIGHT and to liaise with previous class teachers to build a picture of child's current attainment against predicted FFT (50) and Key stage judgements. Year 4 undertook Multiplication pilot.</p>
<b>Early Years</b>	<p>As EY have not had much curriculum to 'miss', they are not as behind as older children. Understanding, speaking, SSM, people and communities and UtW are areas just below.</p>
<b>General</b>	<p><i>Children returned to school each time with great enthusiasm and engagement. However, pockets of behaviour flared as some children found it difficult to cope being back with large number of children. Also, although Y1 were encouraged to return early after the first lockdown, only 8 children in the year group did, so as a cohort, they have fallen behind possible LA expectations.</i></p> <p><i>School purchased Purple Mash to support with remote learning which was a great success and support. The software holds a considerable amount of activities that children could access on top of set work and to extend learning if needed. This is being used to set homework in school going forward from the pandemic.</i></p>

Planned Expenditure			
Chosen Approach	Cost	Impact	Review
School enrolled EY staff on NELI (Strategy recommended by DfE to support young children overcome language difficulties)	Free training. Supply costs for staff involved. £500	EY children identified on return to school who need targeted vocabulary, narrative skills, active listening and phonological awareness support). Scripted individual and small group work allocated.	Continue into 2021/22 as children identified (review baseline assessments)
Additional TA support in Y2 and Y3. (2 full time TAs)	£25,000 rest funded by Pupil Premium	Supporting reading, gaps in knowledge (particularly children who did not take up access to school or remote learning), interventions for RWInc targeting children who did not pass phonics check. Will be taking Y2 SATS from 21/22 year forward.	(Budget for 21-22 now including staff as permanent to support children going forward)
Intervention programme across all years	£0 (Within current staffing levels)	Short term, targeted support to fill gaps across all years as identified – ongoing.	Maintain as required
Purchase of Purple Mash software to support remote and in school learning	£3800	Easily accessed resources at home and school giving consistency and also support to parents.	Use as homework strategy and for remote learning in the future (5 yr contract)
Therapy sessions for children affected by COVID in families	£0 (Family Worker and AHT allocate time already paid)	Supporting children who have suffered bereavement or trauma over COVID through art therapy, social stories, mentoring, access to support through the day.	Feedback from children very positive. Friendships forged and safe place appreciated.
Additional 1:1 mentoring from external agency (Mentorlink)	£200 per child per term (Need a figure)		Ongoing according to need.
Support for families	£0 (Family Worker and AHT allocate time already paid)	As required, support and signposting. Regular phone calls and team meetings as needed.	Ongoing as before.
Additional phonic based reading books for EY and KS1	£1000	Enabled children to take books home regularly despite need for quarantining on return.	Monitor how many books did not come back from remote learning – do we need to top up again? Check by end of Sept 21

Outdoor Learning Environment: KS1 – well being area KS2 – outdoor gym equipment	KS1 - £1500 KS2 –£2000 (total for gym installation £19596, total outdoor improvements £57,493, rest paid from Sports Grant).	Children have opportunities for learning, well being and healthy lifestyles outside the classroom. Focus on play, well being and independence in KS1, exercise and physical well being in KS2.	Equipment all in place during Summer term. Monitor usage during year.
<i>2021-22 Additional Core subject teaching Y6</i>	<i>Allocated in staffing budget (not COVID Catch Up) and supported by Pupil Premium</i>	<i>Temporary additional teacher to support English and maths in Y6 (Cohort affected last two years, will be expected to take SATS this year)</i>	Monitor progress data at end of each term. Support from LA advisors to make the most of additional teacher support.
Total spend	£33,800 + Mentorlink costs.		