Water Orton Primary School

Catch-up Premium Plan 2020/21

Summary Information					
School		Water Orton Primary School			
Academic Year	2020/21	**Total Catch-Up Premium**	£25,600	**Number of pupils**	308

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.

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 in the first instance.

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.	**EEF Recommendations** **Teaching and whole school strategies** • Supporting great teaching • Pupil assessment and feedback • Supporting remote learning **Targeted approaches** • One to one and small group tuition • Intervention programmes • Planning for pupils with Special Educational Needs and Disabilities (SEND) **Wider strategies** • Supporting pupils' social, emotional and behavioural needs • Supporting parent and carers • Access to technology

Identified impact of school closures	
Reading	Children accessed reading during school closures. 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 did not is now increasingly wide. Children have missed much of the work that we would do in school on oracy, vocabulary development and language.

Writing	Children have lost some fluency in their 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. Work will also need to be done on spelling and handwriting.
Maths	Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, they are 'behind.' Recall of basic skills has suffered – children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.
Non-core subjects	There are now significant gaps in knowledge – whole units of work have not been taught in school, 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.

Rationale
Following the 2020/21 school closures due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Water Orton Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Planned Expenditure

Teaching and Whole School Approaches

Strategy	Desired outcome	Chosen approach	Approximate predicted cost	Outcome (how will this be assessed)	Staff Lead	Review date
Carefully planned transition points *Up to Sept 2020*	Children will be well prepared on their return to school They will feel calm and have their emotional and mental health needs met	Return to 'old' classes in September to support transition back into school Whole school book-based plan to re-engage children in learning (3 full weeks – autumn term – The Boy, The, Fox, The Mole and The Horse) Computing recovery curriculum – online safety Jigsaw recovery curriculum – Mental well-being and reflection, mindfulness and relaxation Close contact with parents and families throughout closure and during planning to return, to ensure routines and organisation was clear	£0	Children were happy, calm and keen to return to school. Those who needed further support were given it through 1:1 sessions and mentoring Strategies repeated following the spring lockdown	SJ Gavan Catherine Boughton	Oct 2021
Carefully planned transition points *Up to March 2021*	Children will be well prepared on their return to school They will feel calm and have their emotional and mental health needs met	Computing recovery curriculum – online safety Jigsaw recovery curriculum – Mental well-being and reflection, mindfulness and relaxation Science week transition unit Close contact with parents and families throughout closure and during planning to return, to ensure routines and organisation was clear	£400 for Science Boffins assembly	Strategies repeated following the spring lockdown	Claire Bick Jenny Ward Catherine Boughton	March 2021
Self-regulation	Children will be able to regulate their emotions well and will manage transitions more confidently and independently	Zones of Regulation (previously used in resource provision and for targeted children) will be rolled out for the whole school. Superflex – as above	£250 £250 Time for staff training resources and superfix resources	Children will be able to recognise, verbalise and regulate their emotions. Impact will be seen in lessons and at transition points	Jan Groves Julie Walker (HLTAs)	May 2021
Accurate assessment of gaps	Analyses of assessments will identify gaps and inform future planning.	Baseline assessment on reopening for all pupils. Reception pupils – Welcome test All other year groups – curriculum designed Data from the assessment used to plan strategies and identify children in need of support. Continue to develop assessment of all subjects including foundation subjects in order to identify gaps. Frequent low-stakes testing to ensure all students,	£1000 training costs	This approach will support in closing gaps in R/W/M - Data will evidence this.	Emma Smith	May 2021

		and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. Assessment cycle to be revised to respond to pupils return dates. Engagement in moderation within and across schools to ensure accuracy Teachers to continue to attend the LA statutory training on end of KS assessment and agreement trialling meetings				
Curriculum planning	Curriculum will be effectively planned to ensure that gaps identified through assessment are addressed across the curriculum	Subject leaders to revisit progression grids to adjust curriculum map accordingly. Staff CPD to ensure that all understand the need to revisit previous curriculum year's work to ensure coverage Text based writing units for all year groups to support writing stamina and composition. Link to other curriculum areas to support closing knowledge gaps and consolidation	£500 for cover costs for subject leads £500 training costs to access WCC English unit planning online sessions	This approach will support in closing gaps in R/W/M and across the wider curriculum - Data will evidence this.	Emma Smith	July 2021
Giving precise feedback	Effective feedback is given to pupils which will enable them to identify areas for development and make improvements.	Staff to revisit 'live' marking CPD. Support to be given to new staff to support implementation. Staff to support the development of peer to peer feedback in class.	£200 release for lead to plan further training for staff	This approach will support in closing gaps in R/W/M - Data will evidence this.	Chris Plow	May 2021
Reading Comprehension	Reading will be taught effectively across the whole school with a strong focus on widening vocabulary for all pupils	Further develop staff pedagogy for the teaching of reading through training and professional discussion Continue to develop the school '2 week' organisational strategy Select texts carefully to support emotional well-being post covid. Purchase online reading scheme for use at home	£2000 for online scheme	Reading data	Emma North	May 2021
Meta-Cognition	Staff and pupils will have an improved understanding of meta cognition and this will	Staff training Whole school agreed strategies for use in classrooms Whole school agreed vocabulary	Training costs and release time £750	This approach will support in closing gaps in R/W/M and across the wider curriculum - Data will evidence this.	Emma Smith	July 2021

	result in improved outcomes in all areas of the curriculum					
Targeted Approaches						
Strategy	Desired outcome	Chosen approach	Approximate predicted cost	Outcome (how will this be assessed)	Staff Lead	Review date
One to one and small group support	Children identified in assessments as requiring additional support will have group or one to one provision to meet their specific needs	Tutor time with a qualified teacher – year 5 pupils Increased TA time in allocated classes to allow for interventions to follow on from class teaching or precede class teaching to maximise impact. Learning mentor time – all years Social and emotional support groups Friendship support groups EYFS language development interventions	Staffing costs £19,000 Training for TAs to attend online emotional well-being training (Feb 2021) £0	Individual interventions will be impact assessed This approach will support in closing gaps in R/W/M and across the wider curriculum - Data will evidence this.	Jan Groves	July 2021
Transition support	Children will transition back into school easily and will move to new classes/ schools with confidence	Learning mentor time for year 6 pupils to support transition to year 7 Links with local secondary schools Clear lines of communication with parents and carers about plans for return – parent questionnaire, the worry line	£2000 – learning mentor costs	Children will transition into school and new classes well. They will move to secondary school with confidence	Jackie Williams / Chris Plow	July 2021
Wider Strategies						
Strategy	Desired outcome	Chosen approach	Approximate predicted cost	Outcome (how will this be assessed)	Staff Lead	Review date
Access to technology	No pupil will be disadvantaged in a further whole school or bubble lockdown due to lack of equipment at home	School has purchased 11 kindle fires for families to use at home (in addition to the DFE allocation) School ipads and laptops have been lent to pupils (in addition to the DFE allocation) Tech support from TA in school for families Supporting families to expand broadband via DFE scheme	£1000 £0 £100 TA time	All families in need will have the resources to access remote learning	Carl Lewis Jenny Ward	Jan 2021
Supporting parents including communication with parents	Parents will understand how to help their children from home and have the resources and information to do so Parents will be able to access parents meetings safely	CSAWS support for families with attendance concerns App to support online parents evenings (booking system and secure access) Development of Remote Learning Plan with feedback from parents Website populated with resources to support learning at home, for example maths progression maps for each area of maths for each year group are available Class teachers available at a set time (to manage workload) each day to respond to parent / pupil e mails from home.	£320 (termly cost) £300 £500 release time to populate website	Parents have access to the resources required. Parents able to feedback on quality of remote learning easily.	Carl Lewis Emma Smith	October 2020

			£0 – cover for key worker group by TA/ team			
Development of outdoor spaces for learning in school	All children will have access to an inviting and exciting outdoor learning environment	Development of various sections of the school grounds to enable covid safe interactions to take place	Costs not included in Covid catch up budget due to their long-lasting impact	School grounds developed	Carl Lewis Chris Plow	July 2022
Total cost subsidised by school	£8,720					
Total Covid19 catch up premium	£25,600					
Total cost	£33,870					