



## 'Catch Up' Premium Plan 2020-21

General Information					
<b>School Name:</b>	Wombwell Park Street Primary School		<b>Headteacher:</b>	Mrs Chloe Lawson	
<b>Catch-up funding total:</b>	£23,900	<b>Number of pupils:</b>	305 (336 with Nursery)	<b>DfE number:</b>	370/2088

Funding Information	
Guidance and Funds:	Use of funds:
<p>The government have announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.</p> <p>School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil, from reception to year 11 inclusive.</p> <p>Payment Schedule:</p> <p>Schools will get funding in 3 tranches.</p> <p>Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.</p> <p>Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.</p> <p>Summer 2021 term - a further £33.33 per pupil or £100 per place.</p>	<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 curriculum expectations for the next academic year in actions for schools during the Coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</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.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice</p>

<b>EEF guidance and recommendations</b> The EEF suggests that the following support strategies could be deployed to encourage catch up:	<b>Actions already taken relating to EEF guidance:</b>
<ul style="list-style-type: none"> <li>▪ <b>Teaching and whole school strategies:</b></li> <li>*supporting great teaching</li> <li>*pupil assessment and feedback</li> <li>*transition support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff CPD to be seen as a priority (teaching and learning and leadership to drive the curriculum once again).</li> <li>▪ Additional mentoring for 2 x NQTs to best support them in getting their class off to a 'good start'.</li> <li>▪ Online CPD sought to continue developing teaching and learning.</li> <li>▪ Extensive transition packages and materials sent out to all parents to prepare them for the start of term (transition documents from class teachers, but also letters and videos to highlight the extensive changes to school life from 1.9.20).</li> <li>▪ The children who have EHCPs or who are on the schools SEN register, were offered a visit to school in the last week of August to support them in their transition back in to school. This allowed them to meet the school's SENDCos with their parents, visit their new class and meet their new teacher as well as become accustomed to the new normal at school.</li> <li>▪ Curriculum lead and subject leaders continue to monitor the provision of all subjects across the curriculum and provide additional resources, ideas and support in order to identify and address any gaps and to promote high quality teaching and learning. Curriculum audits completed in Summer Term and then Autumn Term 2020.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Targeted approaches:</b></li> <li>*1:1 and small group tuition</li> <li>*intervention programmes</li> <li>*extended school time</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school day has been slightly extended to allow for a flexible drop off time between 8.30-8.50am and then a flexible pick up time from 3.05-3.25pm. This is to support key worker families and to encourage social distancing measures.</li> <li>▪ Interventions to help support SEN children and low attainers already in place in classes as normal.</li> <li>▪ Small group tuition in place for children in Reception – Year 2 for Read, Write Inc Phonic sessions already in place in classes as normal.</li> <li>▪ Additional CPD for teachers to enable them to provide intervention and support to children who are learning from home on a 1:1 basis.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Wider strategies:</b></li> <li>*supporting parent / carers</li> <li>*access to technology</li> <li>*summer support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Government laptops have been applied for and 23 laptops gained to support with home learning, especially when bubbles have to be closed.</li> <li>▪ Previously, during lockdown one, the school purchased 15 tablets which came at a cost of £600, showing the school's commitment to ensuring any children who were digitally disadvantaged had access to technology to assist with home learning.</li> </ul>

## Teaching and Learning – impact and barriers

### Impact of school closure on pupil attainment and progress:

<b>Reading</b>	The children have returned back to school much less fluent in their reading skills than they were in March, despite each year group having fluency and comprehension work completed each day during lockdown and books being sent home / picked up throughout, for those families who did not have access to such materials at home. Emphasis will be placed on regaining the fluency of reading by the further use of Read, Write, Inc in EYFS / KS1 and from using the systems we had in place in KS2 (independent quick reads; whole class story time; focused reading teaching sessions etc). The children's Phonics skills in Year 2 are notably lower than they were in March and so a big 'catch-up' programme needs to be in place to help them catch-up once again.
<b>Writing</b>	The children have returned back to school lacking stamina for writing. In reflection, this may have been because the use of Seesaw encouraged typing or shorter pieces of hand written work to be completed. Read, Write, Inc sessions to develop basic writing skills will be used in EYFS and KS1 and short and longer writes will be deployed to rebuild this stamina, as well as handwriting practise to develop the formation of letters.
<b>Maths</b>	The children have returned back to school lacking basic arithmetic skills. However, these have steadily come back and have been furthered. The children's application of such skills when having to solve problems, however, is significantly poorer than in March and children have struggled to reason, especially in the written form. Leadership support and CPD has focused upon good ways in which this can be developed.
<b>Wider curriculum</b>	Although during partial school closures teachers provided learning across the full range of curriculum areas, not all objectives were covered as comprehensively as would have been the case should schools have remained open. Thorough wider curriculum audits were completed in Summer Term 2020 and again in Autumn Term 2020, to assess and monitor provision. Any key concepts, knowledge and skills missed in the summer term have been, and continue to be woven into teaching and learning. There is a particular focus on vocabulary. School continues to set additional conceptual vocabulary work. The school have aimed to prioritise catch-up within reading, writing and maths, but the children have also needed the wider curriculum too – they enjoy this a great deal. Subject leaders have been working to support staff with providing high quality teaching and learning opportunities across the curriculum. It is very important that the children re-engage with school and enjoy it, in order to restore positive mental health and wellbeing. Encouraging all pupils to engage with creativity, and the full range of curriculum subjects is beginning to rebuild confidence, engagement and better stamina for learning. This drive needs to continue.

### Future Barriers to progress:

<b>Issues around IT</b>	The vast majority of our learners have access to technology at home, however this could be an ever changing picture of families who need further support from us (depending on family finances etc). 23 laptops have been purchased for bubble closures. These are also being deployed for family's to support the children with homework on Seesaw, for example, when bubbles are open.
<b>Bubble closures and further lockdowns</b>	Bubble closures and any further national lockdowns may mean that school would need to close to the majority again. It is therefore important for school to have a detailed plan which will allow for staff to effectively still teach children, to the best of their ability in a remote way.

## Planned Expenditure

### 1. Teaching and whole school strategies:

- \*supporting great teaching
- \*pupil assessment and feedback
- \*transition support

<i>Target / outcome</i>	<i>Action</i>	<i>Impact</i>	<i>Lead</i>	<i>Review</i>
Transition package in week 1 of autumn term designed to support the quality start back to school life (focusing on wellbeing, nurture and Thrive)	4 day week in week 1 for staff to settle the children, reintegrate them back in to their new class teams and ensure that their wellbeing is of main priority  Staff to establish routines and clear boundaries so as catch up is as effective as possible	February 2021 Review:	AF (Transition lead)	February 2021
Online Read, Write, Inc subscription for online CPD and model lessons for staff training and to support parents with home learning  <b>£1000 for online subscription</b>	Subscription to be purchased and then materials used for staff CPD (CMcG to deliver remotely)  Staff to use links to live videos to post on Seesaw for home learning / homework support	February 2021 Review:	CL (HT) and CMcG (Reading Leader)	February 2021
Targeted additional mentoring to support 2 x early career teachers, to ensure they bridge the gaps in their own teaching and learning, missed during training  <b>Staff time – 2 x £600 – £1,200 in total</b>	The 2 x NQTs' mentors are to have additional time out of class each half term (£100 cover cost each half term x 2) to support the NQTs and work on their target areas, to bridge the gaps in their knowledge and skills in crucial areas of teaching and learning	February 2021 Review:	CL (HT)  LG and AF (NQT Mentors)	February 2021
Staff meeting time for CPD	CPD to be delivered remotely using Microsoft Teams, within bubbles, during staff meeting time	February 2021 Review:	CL (HT)	February 2021
<b>Total expenditure:</b>				<b>£2,200</b>

## 2. Targeted approaches:

\*1:1 and small group tuition

\*intervention programmes

\*extended school time

<i>Target / outcome</i>	<i>Action</i>	<i>Impact</i>	<i>Lead</i>	<i>Review</i>
<p>Reading intervention for children who need to catch-up supports their needs more accurately (through the continual use of YARC assessment tools to gauge whether they are fluency, accuracy or comprehension skills which need developing)</p> <p><b>Staff time</b></p>	<p>Staff to continue to prioritise early reading skills in teaching, intervention and assessment time to ensure teaching accurately matches the needs of the children</p> <p>Same day intervention for Read, Write, Inc and reading in general to be in place</p> <p>Extra tuition sessions provided for children not at age related expectations</p>	February 2021 Review:	<p>CMcG (Reading Leader)</p> <p>CL (HT / Literacy Lead)</p>	February 2021
<p>Employment of a TA from January – December 2021. TA to be used through school, out of classroom bubbles, to work 1:1 or in small groups with those children most in need of catch-up</p> <p><b>£15,500 – cost of a TA on a one year temporary contract</b></p>	<p>TA to be advertised for and recruited in January 2021. TA to be timetabled across targeted bubbles to run interventions or to backfill for bubble TAs to come out of class and run necessary interventions</p>	February 2021 Review:	<p>CL (HT)</p> <p>TM (SBM)</p>	February 2021
<p>1:1 and small group intervention in the Early Years</p> <p><b>£8,700 of 1 x teachers' wage to be put towards intervention in EYFS (1 x day per week as an additional adult)</b></p>	<p>Teacher in EYFS to work additional day, to provide further support in EYFS (model learning through play, intervention support etc)</p>	February 2021 Review:	<p>CL (HT)</p> <p>TM (SBM)</p>	February 2021
<b>Total expenditure:</b>				<b>£24,200</b>

### 3. Wider strategies:

\*supporting parent / carers

\*access to technology

\*summer support

<i>Outcome and Finance</i>	<i>Action</i>	<i>Impact</i>	<i>Lead</i>	<i>Review</i>
Seesaw to support with home learning (in the event of a bubble closure) and to support with homework  <b>£1400 for Seesaw for 2020-21</b>	Seesaw's enhanced version has been purchased by school, so as children and staff have full access to all of the tools, to make the experience of home teaching and home learning easier for all. Teachers are to continue setting homework via Seesaw so as children and parents at home get more used to using this as the system for home learning, making it easier in the event of a bubble closure / families having to self-isolate / quarantine etc.	February 2021 Review:	LG and AF (Computing Leads)	February 2021
Loan agreements for laptops / tablets distributed so all learners can access learning and daily check-ins with teachers and interventions with TAs  <b>Staff time - £200 (1 x day cover)</b>	Staff time to prepare and distribute home learning devices and loan agreements to allow home learning to happen.	February 2021 Review:	AF (Computing / Home Learning Lead)	February 2021
Supporting parents / carers with learning at home (PSA / Leadership involvement)  <b>Staff time</b>	Staff time to help support and coach parents through the systems and arrangements for home learning to happen.	February 2021 Review:	SLT, CHi (PSA)	February 2021
Preparation of home learning materials (paper based)  <b>Staff time and resources</b>	Staff time to provide paper copies for home learning, for those families and children who cannot, for whatever reason, access on line learning.	February 2021 Review:	SLT	February 2021
Preparation of SEN home learning provision matched to EHCP targets	Staff time to prepare packs for SEN children based on their own individual EHCP targets, for the children to focus on in the event of a bubble closure. Some children may find online learning	February 2021 Review:	AF (SENDCo) and SV (Lead SENDCo) and LD (Assistant to the SENDCo)	February 2021

Staff time and resources	too tricky and not differentiated enough, so bespoke individual packs which focus on EHCP targets are to be prepared in readiness for a bubble closure / families having to self-isolate / quarantine etc.			
Development of a school system to best support the social, emotional and wellbeing needs of the children ('Incredible Me')	SEND team to develop a system to replace 'Thrive' which better supports the children social, emotional and mental health and wellbeing, so as this can be managed effectively and catch-up can be quicker	February 2021 Review:	AF (SENDCo) and SV (Lead SENDCo)	February 2021
Staff time and resources - £600 to cover AF (3 x days cover)				
Support for parents regarding attendance and the need for sensitive, supportive action on the part of SLT and the school's attendance team	CT as Attendance Lead to oversee the support given by the attendance team, SLT and the school's PSA to best support parents in their child returning to school and retaining good attendance (especially through difficult lockdown periods where anxieties may be high).	February 2021 Review:	CL (HT) and CT (Business Manager)	February 2021
Staff time				
Overhaul of the Behaviour Policy so as the rewards and sanctions better meet the needs in classrooms, to allow for catch up to be quicker	Children's behaviour to be monitored closely and a new Behaviour Policy to be approved to better reward children for effort and quality learning.	February 2021 Review:	GG (Behaviour Lead)  AF (SENDCo) and SV (Lead SENDCo)	February 2021
Staff time and £300 to resource new rewards (VIP)				
Total expenditure:				£2,500