

Whinney Banks Primary School – Catch-up Premium Strategy 2020-2021

November 2020 (Updated Spring 2021)

SUMMARY INFORMATION			
Total number of pupils:	416 + Nursery & 2-Year-Old Nursery	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,040	Payments due: Autumn 2020; Spring 2021; Summer 2021	

STRATEGY STATEMENT

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Context:

- The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Hard copies were also provided to families on request.
- From 2nd June 2020 school reopened to (44%) Y6 children followed by Y1 (43%) and Rec. (46%) children.
- Upon reopening on 3rd September 2020 we had a pleasing response to children returning to school. Reception children returned to school on a staggered basis for the first week to ease the transition process. Percentage attendance in the last full week of September was 95.9%.
- Following the national lockdown through the spring term 2021, school reopened to all children on 8th March. Percentage attendance for the first full week was 97.9%.
- Children in receipt of Pupil Premium stands at 43.4%.

Priorities include:

- Establishing baselines and recognising where additional Catch Up support may be required and how to modify the curriculum to address gaps in knowledge.
- Planning curriculum development based on individual pupil's starting points and making effective use of regular formative assessments.
- Identifying the key areas to prioritise at EYFS and between KS1 and KS2 to ensure continuous progression and essential knowledge and skills are developed.
- Staff agreeing the support and interventions that are required across reading, writing, maths and emotional wellbeing in order to support children in their areas of identified need.
- Continuing to teach an ambitious and broad curriculum whilst also progressing pupil development.
- Catch up premium will be targeted to provide this support and intervention to raise the attainment of all pupils and to close the gap created by Covid-19 school closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Missed daily phonic teaching in EYFS and KS1 impacting on early reading and writing skills. Delayed progress in reading skills, fluency and comprehension. Gaps in mathematical knowledge and understanding.
B	Home learning may be limited due to lack of devices / internet connection / current platforms used - this can be developed further to improve access to learning at home for all pupils.
C	A greater understanding of children's emotional wellbeing in order to be able to help and support those children who may have been adversely affected by lockdown.
D	Strategies and support which develop greater resilience and self confidence in our children
E	Some children may struggle to settle back into school routines and may have limited concentration due to lack of structured learning experiences. School to re-engage pupils in the curriculum and re-establish behaviours for learning.

ADDITIONAL BARRIERS

External barriers:

D	Consistent attendance. Ensure children are in school every day.
E	Some pupils may have limited access to IT resources, reading materials, etc. at home.
F	Re-establish positive and productive relationships.

Planned expenditure for current academic year:

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will this be reviewed?	Cost
Professional development for additional staff linked to phonics and spelling teaching – Sounds Write	A consistent approach to the teaching of phonics. Increased awareness of cognitive load.	Missed daily phonic teaching in EYFS and KS1 impacting on early reading and writing skills.	Establishing baselines in learning. Pupil progress meetings. Tracking of pupil progress data.	Autumn Term training and half-termly review	£4,050
Online learning resources	Strong remote learning provision. Children have access to appropriate devices. Whole school strategies allowing pupils to make accelerated progress in key areas.	Home learning may be limited due to lack of devices / internet connection / current platforms used. Gaps identified in spelling and times tables recall – investment in Ed Shed & Times Tables Rock Stars.	Feedback from staff, children and parents is positive. A consistent and appropriate approach across school. Online safety is embedded in the curriculum.	Termly	£1092 + DfE devices
Additional teacher & teaching assistant support	Additional staff to support further catch up intervention.	Additional capacity for class teachers to direct & provide support to individual / groups of pupils.	Establishing baselines in learning. Pupil progress meetings. Tracking of pupil progress data.		£8,000 & Pupil Premium funding

Purchasing of additional decodable reading books to support reading development including reading at home.	Children have a wide range of relevant high quality reading material linked to phonics progression.	New reading scheme including online resources to supplement and update provision in school and promote reading for pleasure in and out of school.	Pupil progress meetings. Learning walks, teacher / pupil discussion	Spring term	£4728.96
Purchasing of additional reading material.	Children have a wide range of relevant high quality reading material across the curriculum.	Including replacement reading books for those not returned after lockdown. Reading is a priority across all areas of the curriculum.	Staff read regularly with children to develop reading for pleasure. Children are accessing high quality texts across the curriculum. Learning walks, teacher / pupil discussion	Autumn / spring term	£3,000
Purchase of additional English & maths study books.	Address gaps in English and mathematical knowledge and understanding.	Gaps in knowledge and understanding.	On-going teacher assessment both formative and summative.	Autumn / spring term	£1,300
Total budgeted cost:					£22,170.96
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will this be reviewed?	Cost

1:1 and group reading intervention for targeted pupils.	Address gaps in reading skills, fluency and comprehension. Catch up in reading both at school and home.	Delayed progress in reading skills, fluency and comprehension. Missed daily phonics teaching. Baseline data identifying gaps in phonics learning.	Pupil progress meetings, regular monitoring and tracking of outcomes of intervention. Phonics / reading data shows accelerated progress from September baseline.	Half-termly Autumn term	Pupil Premium funding
Maths group intervention with identified pupils. Additional catch up maths intervention - Third Space Learning. White Rose Maths	Address gaps in mathematical knowledge and understanding.	Establishing baselines in learning. Gaps in mathematical knowledge and understanding.	On-going teacher assessment both formative and summative.	Half-termly	£5,643
Catch up provision outside school hours for identified pupils.	Knowledge and skills improve and gaps are narrowed / closed.	Establishing baselines in learning. Focused sessions to address specific gaps in learning.	Regular monitoring and teacher assessment data. Pupil progress data.	Spring term onwards	Minimal additional costs
Additional Education Welfare Officer support	Improved attendance. Monitor and address pupil attendance and absence.	Monitoring of attendance data identifies persistent absentees which needs challenging.	Regular monitoring and tracking of attendance data. Attendance procedures are followed to support and challenge.	Fortnightly / weekly	£2,400

Additional emotional wellbeing training and support / intervention.	Staff have greater clarity about how to support children's emotional wellbeing.	A greater understanding of children's emotional wellbeing in order to be able to help and support those children who may have been adversely affected by lockdown. Building resilience and confidence.	Enhanced PSHE curriculum Additional curriculum time devoted to this Staff discussions Additional pupil wellbeing support.	Termly	£2,600
Total budgeted cost:					£10.643
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will this be reviewed?	Cost
Professional development for staff from Educational Psychologist / Consultancy training	Further develop inclusive classrooms in order to support all pupils.	Some children may find settling back into school routines challenging and may have limited concentration due to lack of structured learning experiences. Strategies to engage and support all pupils including those with SEND.	Feedback from staff. Evidence within classroom settings and planning / adaptation to accommodate systems and routines. School to re-engage pupils in the curriculum and re-establish behaviours for learning.	Autumn term & as required	£1,598
Ensure families have a device for home use to support home learning where appropriate.	Children are able to access remote learning. Staff are able to provide feedback.	Home learning survey with parents. Identify need.	Staff discussions with parents to support remote learning. Feedback provided to children.	Autumn term	DFE

IT training for parent & child	Child and parent are familiar with operating device e.g. laptop	Home learning survey with parents. Feedback from parents.	Staff discussions with parent and child.	Autumn term	£1,500
Total budgeted cost:					£3,098

ADDITIONAL INFORMATION

We remain committed to providing a broad, balanced and ambitious curriculum ensuring high quality teaching and learning opportunities for all.