



Catch-Up Premium Spending Report

Wittersham Church of England Primary School

Summary information					
School	Wittersham CEP School				
Academic Year	2020-21	Total Catch-Up Premium	£10,400	Number of pupils	130

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 the 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 for each pupil in years reception through to Year 6.

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. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as soon as possible.

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.

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. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Priorities that can realistically be addressed:

1. Reading for KS1 pupils. Particular focus on: Year 1 who went into lockdown not yet able to decode. Lower achieving Year 2 readers. Pupils who had little parental input on reading during the period they were not in school.
2. Writing attainment.
3. Some pupils have larger gaps than their peers across the school.

Not all pupils have effective learning strategies and behaviours to support catch-up.

We want strong attainment in reading, writing and maths to ensure all children can access the full curriculum – hence the focus on these areas.

i. Teaching and whole-school strategies			
Priority	Chosen action/approach	How the effect of this expenditure on the educational attainment of those pupils will be assessed	Cost
Additional tuition- linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback (individual or small group – dependent on need).	<ul style="list-style-type: none"> • Pay for additional TA hours, guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group. • Focus on addressing issues in writing in UKS2 to ensure pupils are prepared well for secondary school transition. 	Progress will be tracked against all targets set.	£1,159
<p>Reading progress following missed learning.</p> <p>Focus on identified gaps and accelerate progress to at least age-related expectations.</p> <p>KS1 pupils who were still learning to decode and lower achieving readers require additional support to achieve age-related expectations.</p>	<ul style="list-style-type: none"> • Purchase of additional banded reading books, comprehension packs and guided reading resources. • Wider range of decodable reading books and guided reading packs to support KS1 pupils whose reading has been impacted by lockdown. • Additional sets of books to allow and support reading at home whilst following quarantine rules. 	Reading progress outcomes will be tracked against targets set for cohorts and individual pupils.	£945
			Total: £2104

ii. Targeted approaches			
Priority	Chosen action/approach	How the effect of this expenditure on the educational attainment of those pupils will be assessed	Cost
<p>Pupils who have flagged as working below age related expectations or with Sen needs to be screened and results analysed to enable teaching teams to remove barriers to learning.</p> <p>This would include behavioural challenges, SEMH needs and communication and interaction need following an extended period of pupils not having to follow social communication rules over lockdown.</p>	<ul style="list-style-type: none"> Identify barriers to learning. Use of GL primary toolkit. PASS assessment of attitude towards self and school. Boxhall profiling. Individually delivered interventions around self-esteem, recognising and dealing with emotion and using self-regulation strategies. Social groups to reinforce social skills and appropriate conversation skills. Reduce the amount of PPA cover the Senco does to free her up for assessing and leading on interventions. 	<p>Screening will be followed up by interventions and the Senco will map the outcomes.</p> <p>Pupil progress will be tracked for cohorts and targeted pupils in overall outcomes.</p>	£2,345
Speech and Language needs identified in Foundation and Key Stage 1.	<ul style="list-style-type: none"> Implement a programme to screen children and identify needs. Class Teacher and/or TAs to deliver bespoke interventions. 	Progress against the objectives/gaps highlighted by Speech and Language Link	£1846
Additional Pastoral support - Targeted intervention programme for pupils with increased anxieties to support their mental health	<ul style="list-style-type: none"> Foundation to Drawing and Talking training for a Teaching Assistant to train in a therapeutic technique. 	Progress and SENCO reporting of individual impact.	£270
			Total: £4,461

iii. Wider Strategies			
Priority	Chosen action/approach	How the effect of this expenditure on the educational attainment of those pupils will be assessed	Cost
Communication to be maintained between school and home regarding academic performance and attitude to learning.	<ul style="list-style-type: none"> Online platform purchased so Parent Consultations could go ahead as video online meetings. Parents and teachers can discuss how to best support pupils at home. 	Percentage of parent consultations will be above 90% and teachers will report on follow-up actions after consultations.	£300
<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning - irrespective of capacity of child/parent to navigate the online learning and the hardware to do so.</p>	<ul style="list-style-type: none"> Home-learning packs purchased and put together for every pupil and personalised to pupils' needs. These have already been distributed with explanations on usage for parents and in-school familiarisation for children. Stationery packs purchased and given to children to take home when home-learning occurs. This includes whiteboards and pens. <p>(Online learning resources which may be used at home are already purchased from the school's budget e.g. Mathletics)</p>	Pupils will have access to home-learning which will have impacted on their progress in core subjects.	£1,100
Pupils' access to technology will be an important factor in facilitating on-line targeted learning.	<ul style="list-style-type: none"> Purchase of ipads so that pupils can better access to on-line platforms for targeted support – e.g. Mathletics, Spellodrome, TT Rockstars. If needed, this will also give more capacity to help pupils access online remote learning. 	Pupil progress will be tracked for cohorts and targeted pupils both in overall outcomes and through the data provided by the online platforms.	£2474
			Total: £3,874

TOTAL BUDGETED COST	£10,439
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