



Catch-Up Premium Plan

Waterside Primary School

Summary information					
School	Waterside Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14'880	Number of pupils	188

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). (New year 7 pupils were judged to be 22 months behind where they should be according to a study that tested over 112,000 children and was assessed by over 8000 teachers. The assessment found that the average writing score of the cohort was 533, around the same score as was achieved in a similar assessment of year 5s last November, and “significantly lower” than the score achieved by the same cohort when they were last assessed. In early March 2020, when the same pupils were in year 6, their average score was 550.)</p> <p>The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.</p> <p>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 11.</p> <p>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.</p> <p>However, the crisis is ongoing. Coronavirus will continue to affect learning. Not only is there the ongoing potential for bubbles to close but within the school classroom, the layout and the safety precautions that we have to undertake make it more challenging for teachers.</p>

Use of Funds	EEF Recommendations
<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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</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 guidance on <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in 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.
Reading	Children accessed reading during lockdown more than any other subject. 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 don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught 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 and powerful curriculum moments.

Planned expenditure

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Whole school approach to Phonics:</u> All Teachers and TA's have a greater understanding of the challenges of teaching phonics, Know the key development milestones of phonics and are more able to deliver fun ways to engage learners with phonics instruction.</p> <p>Children are better able to decode words by segmenting letters or parts of words into their respective sounds, and so have the skills that are essential for them to read unfamiliar words by themselves.</p>	<p>INSET Phonics training, and follow up support, CPD to develop a clear progression of phonics throughout the school.</p> <p style="text-align: right;">(1'000)</p>		KJ	Feb '21 July '21
<p><u>Transition support</u> Parents with children who will begin the schooling at Waterside from September 2021, are able to find out about life at Waterside and the benefits of their child joining our school.</p>	<p>Create a film of our school for the school website. Hold opportunities to tour the school in a covid safe manner on a Saturday</p> <p>Additional time for EYFS teacher and TA to manage transitions</p> <p style="text-align: right;">(£100)</p>		EM MW	Feb '21 July '21
Teaching and Whole-school Strategies Total budgeted cost				£ 1'100

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u> This highly focused teaching will target and close gaps in knowledge within English and maths. Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being</p>	<p>Additional TA support. Appoint new TA for two terms to support upper KS2.</p> <p style="text-align: right;">(4'000)</p>		EM	Feb '21 July '21

<p>able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Identified children will significantly increase their mathematical fluency and conceptual understanding. Developing a deeper understanding of concepts will enable them to apply their learning in different situations back in the classroom</p>				
<p><u>Early years Intervention and support</u> Early intervention has a vital role to play in identifying children who may be showing atypical development, and in helping to develop the skills and competencies that set a child up for life. Significant improvement in children’s vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>Additional TA support Appoint new TA for two terms to support Early Years team and Year 1. (4’000)</p>		JM	Feb ‘21 July ‘21
Targeted Approaches Total budgeted cost				£8’000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Online learning programmes</u> For children to reach the point where they can apply their learning independently with a level of fluency requires an element of often extensive practice. Independent practice supports the overlearning essential for students to develop the automacity needed for fluent application and recall in future. Online learning programmes will also be used within weekly set home learning tasks and if class bubbles isolate or school has to close for Covid reasons.</p>	<p>Two online learning programs designed to support the effective and engaging teaching of our children will be purchased: i) Learning By Questions: This covers all core and non-core subjects, and supports children when they make mistakes. With clear assessment opportunities for teachers to track progress and target gaps in learning. For Years 4-6. Small groups of children to work independently in afternoons with support and guidance by Teacher and TA ii) Bug Club: A highly effective reading comprehension and vocabulary building programme. (3’000)</p>		SLT	Feb ‘21 July ‘21

<p><u>Access to Technology</u> In both the year 4/5 shared area and the 5/6 shared area, there is freely available access to chromebooks. This allows pupils to access both Bug Club and LBQ at any point in the school day.</p>	<p>Without the purchase of chrome books, pupils would not be able to make the catch up intended through the purchase of the 'Bug Club' and 'LBQ' programs. Therefore, it is necessary to purchase 30 chromebooks.</p> <p style="text-align: right;">(£2000)</p>			
<p><u>Mental Health and Wellbeing</u> Through ensuring our children have a secure sense of well-being and health, our children can meet their learning potential, cope with normal stresses, and are connected to community family and their friends.</p>	<p>Additional Forest School sessions for all classes</p> <p style="text-align: right;">(1'000)</p>		WR	Feb '21 July '21
<p><u>Additional Resources</u> In classes teachers have the resources required to manage teaching and learning under new covid restrictions and learning environments, thus ensuring a high standard of 'Quality First Teaching' is maintained and the learning environment for children enables and fully supports learning for all children. If learning from home, children have the mathematical resources to take with them to support their concrete understanding of mathematical concepts.</p>	<p>Purchase of additional resources including books, and mathematical concrete resources (for support during isolation)</p> <p style="text-align: right;">(1'780)</p>		EM	Feb '21 July '21
Wider Strategies Total budgeted cost				£ 7'780

Total Budgeted Cost	£ 16'880
Costs paid through School Budget	£ 2'000
Costs paid through Covid Catch-up	£ 14'880