

# COVID-19 catch-up premium report

## Wilkinson Primary School 2020-21



### COVID-19 catch-up premium spending

SUMMARY INFORMATION			
Total number of pupils:	422	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33760 Total £19700 (Autumn/Spring) £14060 (Summer)		

### STRATEGY STATEMENT

**INTENT:** It is our intent that we will :

- reduce the attainment gap between disadvantaged pupils and their peers
- raise the attainment of all pupils to close the gap created by COVID-19 school closures
- improve attendance and punctuality of vulnerable groups of children
- minimise the negative effects of Covid-19 on emotional wellbeing and mental health.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Low attainment on entry – especially in communication, interaction and language ability. (exacerbated by Covid-19)
B	Co-morbidity of SEND and PP
C	Poor working memory and difficulties in transferring learning into long term memory

### ADDITIONAL BARRIERS

#### External barriers:

D	Socio Economic Factors Impeding Learning (parental expectations / cultural capital / access to technology etc)
E	Mental Health and Emotional Well-being of both children and their families/ carers
F	Engagement of vulnerable children to learning provided during lockdown

## Planned expenditure for current academic year 2020-2021

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? <a href="#">See Appendix 1</a>	How will you make sure it's implemented well?	Barrier being addressed	When will you review this?
1 Staff will provide suitable remote learning experience for all learners, including those who are categorized as being disadvantaged. These experiences will both consolidate past learning and aim to move learning forwards	<p>Children will, as much as is practicably possible, have access to the national curriculum despite the change in how it is being delivered.</p> <p>All children will access learning at their level.</p> <p>Where manageable, all children will work towards the same objectives, on similar tasks regardless of whether they are accessing remote learning via a technology platform or paper based platform.</p>	<p><b>The main principle behind student engagement, progress and achievement is <a href="#">High Quality First Teaching for All</a>.</b></p> <p>This is the rationale behind our approach to Covid-19 planning. Covid-Catch-up Premium means that we need to change what this High Quality First Teaching looks like and how we deliver this. However the rationale remains the same. See Appendix 1, 2.0 for Teacher Standards.</p> <p>To support this we have looked at strategies reviewed by the EEF in their Toolkit and in the document "The EEF Guide to Pupil Premium"</p>	<p>Foundation stage videos posted online to support RML and story time.</p> <p>Technology assigned to targeted families (provided by government)</p> <p>Staff ensure work is differentiated at least 3 ways with SENCO overseeing the provision for SEND children</p> <p>Work will consolidate past learning experiences as well as build on new ones</p> <p>Staff Blogs will address individual needs of children and families</p> <p>Paper copies will be provided for all families who request them. These will mirror the technology led learning opportunities offered as much as possible. These will returned to school where, after suitable quarantine, will be marked by teachers</p> <p>Staff will be trained in all aspects of delivering remote learning using IT platforms.</p>	A B C D F	September 2021

	<p>Children will make progress in knowledge, skills and understanding over the lockdown period.</p> <p>Children will return to school able to access learning at the correct age and stage.</p> <p>Children will meet attainment and progress targets set between key stages.</p>		<p>Weekly phone calls between teachers and families (both parents and children) will aid in access to the work and endeavor to address incidents of non-engagement.</p> <p>Staff will continue to plan work from the existing MTP and resource accordingly, thus ensuring access to a broad and balanced curriculum, building on skills, knowledge and understanding ensuring that coverage of the National Curriculum is maintained where possible regardless of whether provision is in school or delivered remotely. Obvious difficulties around PE, DT, IT, practical science etc. are acknowledged as difficulties in this area.</p> <p>Google Classrooms and Purple Mash will allow collaborative learning and let the children see each other's work.</p> <p>School will utilize new online learning platforms in order to deliver the national curriculum, including:</p> <ul style="list-style-type: none"> <li>Purple Mash (mini mash)</li> <li>Google Classroom</li> <li>Twinkl</li> <li>Discover Education</li> <li>Symphony Maths</li> <li>Phonics e-book library (Rising Stars)</li> <li>My Maths</li> <li>Maths with Parents</li> <li>Oak Academy and BBC</li> <li>School You Tube Account</li> </ul>		
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<p>2 Staff will ensure a correlation between the access to learning of Key worker / the most vulnerable children who are in school and those who are accessing the learning remotely</p>	<p>Children will, as much as is practicably possible, have access to the national curriculum despite the change in how it is being delivered.</p> <p>All children will access learning at their level.</p> <p>Where manageable, all children will work towards the same objectives, on similar tasks regardless of whether they are accessing remote learning via a technology platform, paper based platform or working in school in a bubble</p> <p>Children will make progress in knowledge, skills and understanding over the lockdown period.</p> <p>Children will return to school able to access learning at the correct age and stage.</p>		<p>Staff will work increased working hours in order to respond to blogs, plan and set work both online and in paper form, produce video etc.</p> <p>For children where engagement was at zero, they were included in the “most vulnerable” group and attended school.</p> <p>Paper copies will be provided for all families who request them. These will mirror the technology led learning opportunities offered as much as possible. These will returned to school where, after suitable quarantine, will be marked by teachers</p> <p>Staff will continue to plan work from the existing MTP and resource accordingly, thus ensuring that access to a broad and balanced curriculum, building on skills, knowledge and understanding ensuring that coverage of the National Curriculum is maintained where possible regardless of whether provision is in school or delivered remotely. Obvious difficulties around PE, DT, IT, practical science etc. are acknowledged as difficulties in this area.</p> <p>Children in school will submit work in the same way that children accessing remote learning do.</p> <p>Children in school will work from the same planning and access the same videos / content that children learning remotely do.</p> <p>Phone calls home will work towards addressing the differences that children may experience regarding access to school teaching staff.</p> <p>Staff will mark all paper work submitted (after a quarantine period).</p>	<p>A D F</p>	<p>September 2021</p>
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	Children will meet attainment and progress targets set between key stages.		Staff will respond to work submitted online by children in school and those accessing remote learning in the same way.  Pupils working remotely will receive the same digital input as those working in school.		
3a When all the children are in school, staff will be adept at initiating and reacting to formative assessment of the children, responding to gaps in learning as necessary	All children will access learning at their level, taking into consideration their engagement during lockdown.  Interventions will be carefully planned and delivered timely.		SLT and staff will monitor engagement in work during remote learning in order to identify potential gaps in learning which may occur when all children are back in school. In this way staff will know what learning has been missed and by whom  Teacher assessments upon return to school will support planning.	A B C D	September 2021
3b Staff will work towards a "catch-up curriculum" program to address gaps in learning and minimise the impact of covid-19 on end of key stage outcomes.	Staff will utilize assessment for learning opportunities and plan for future learning in accordance with this.  Staff will access expert support in order to maximize the impact of High Quality First Teaching.		Teachers will deploy staff strategically to address any learning needs that have arisen due to covid-19  Resources will be purchased that will aid closing any gaps in learning.  Staff will be mindful of approaches to learning that aid memory retention		

<p>Staff will aid parents / carers in supporting their children with home learning</p>	<p>Children will, as much as is practicably possible, have access to the national curriculum despite the change in how it is being delivered.</p> <p>All children will access learning at their level.</p> <p>Children will make progress in knowledge, skills and understanding over the lockdown period.</p> <p>Children will return to school able to access learning at the correct age and stage.</p>		<p>Staff will provide online videos explain aspects of the curriculum and provide video content for children, negating as much as possible the need for adult intervention at home.</p> <p>Staff will monitor blogs between the hours of 8.00 am and 4.00pm and will respond to parent queries.</p> <p>Weekly phone calls will support parents with any queries that they may have regarding work set.</p>	<p>A B D E F</p>	<p>September 2021</p>
<p>Total budgeted cost:</p>					<p>£6100</p>

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?	Barrier being addressed	When will you review this?
		See Appendix 1			
Pupils who do not have access to technology will be given the opportunity to access the same learning as those who do.	<p>Children will meet attainment and progress targets set between key stages.</p> <p>Children will make progress in knowledge, skills and understanding over the lockdown period.</p> <p>Children will return to school able to access learning at the correct age and stage.</p> <p>Children will, as much as is practicably possible, have access to the national curriculum despite the change in how it is being delivered.</p> <p>All children will access learning at their level.</p>	<p><b>The main principle behind student engagement, progress and achievement is High Quality First Teaching for All.</b></p> <p>This is the rationale behind our approach to Covid-19 planning. Covid-Catch-up Premium means that we need to change what this High Quality First Teaching looks like and how we deliver this. However the rationale remains the same. See Appendix 1, 2.0 for Teacher Standards.</p> <p>To support this we have looked at strategies reviewed by the EEF in their Toolkit and in the document "The EEF Guide to Pupil Premium"</p>	<p>Paper copies will be provided for all families who request them. These will mirror the technology led learning opportunities offered as much as possible. These will returned to school where, after suitable quarantine, will be marked by teachers</p> <p>SLT will allocate government provided technology according to need.</p> <p>Weekly phone calls home will address any work related questions and address barriers to accessing work.</p> <p>Encourage families to access a blend of paper copies and technology where there are barriers identified that will restrict access to quality first teaching. E.g. those children who could access the staff videos but struggle to complete the work and submit it in Google Classroom / Purple Mash.</p> <p>At the end of the academic year 2020, the children were tutored in using Google Classrooms.</p> <p>Acceptable user agreements were used to make clear and safe guidance for remote learning into consideration.</p>	D F	September 2021



<p>Target support at children who display gaps in knowledge skills and understanding because of the impact of covid-19</p>	<p>Interventions will be carefully planned and delivered timely, directed at targeted children.</p> <p>Staff will utilize assessment for learning opportunities and plan for future learning in accordance with this.</p>		<p>Targeted pupils will complete catch-up work on return to school. Parents will be informed of this.</p> <p>Planning will reflect gaps in learning of specific pupils and groupings / learning provision will be planned accordingly.</p> <p>Specialist staff in school will be re-deployed to support targeted children.</p> <p>Areas of expertise within school will be utilized in order to target the needs of specific groups of children.</p>		
<p style="text-align: right;">Total budgeted cost:</p>					<p>27800</p>

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?	Barriers being addressed	When will you review this?
Ensure meaningful contact with families during lockdown	<p>Pupils will be safe.</p> <p>Any work barriers will be addressed.</p> <p>Pupils will feel "in touch" with teachers and fellow students/ minimise isolation</p> <p>Pupils will return to school able to interact successfully with their peers.</p> <p>SEND and disadvantaged pupils will be engaged and progressing at a level suitable to each individual.</p>	<p><b>The main principle behind student engagement, progress and achievement is High Quality First Teaching for All.</b></p> <p>This is the rationale behind our approach to Covid-19 planning. Covid-Catch-up Premium means that we need to change what this High Quality First Teaching looks like and how we deliver this. However the rationale remains the same. See Appendix 1, 2.0 for Teacher Standards.</p> <p>To support this we have looked at strategies reviewed by the EEF in their Toolkit and in the document "The EEF Guide to Pupil Premium"</p>	<p>Weekly phone calls to all families accessing remote learning.</p> <p>More frequent phone calls to families considered more vulnerable during this time.</p> <p>Door stop visits to the most vulnerable families</p> <p>Blogs will allow interaction between pupils.</p> <p>Parent support videos and help sheets available online, including phonics workshops and maths / literacy support</p> <p>SENCo will provide work for specific children and will contact families on a regular basis in order to support.</p> <p>DSL will make regular contact with the most vulnerable families</p> <p>EWO will make house calls</p>	<p>A</p> <p>B</p> <p>D</p> <p>E</p> <p>F</p>	<p>September 2021</p>















<p>Ensure effective emotional wellbeing assessment and interventions both for children and families.</p>	<p>Pupils will be safe.</p> <p>SEND and disadvantaged pupils will be able to approach work in the classroom feeling confident and happy.</p> <p>Pupils will feel “in touch” with teachers and fellow students/ minimise isolation</p> <p>Pupils will return to school able to interact successfully with their peers.</p> <p>Parents will bring children to school regularly and on time when “normality” returns.</p> <p>Children will be emotionally ready to engage in classroom learning.</p> <p>Families will feel able to talk to school about worries / difficulties that have arisen due to Covid-19</p>		<p>Weekly phone calls to all families accessing remote learning.</p> <p>More frequent phone calls to families considered more vulnerable during this time.</p> <p>Door stop visits to the most vulnerable families</p> <p>Blogs will allow interaction between pupils and between teacher and parents.</p> <p>SENCo will provide work for specific children and will contact families on a regular basis in order to support. She will also support families on strategies for surviving lockdown.</p> <p>Survey completed in June 2020 will be used to future plan for this aspect of lockdown impact.</p> <p>DSL will make regular contact with the most vulnerable families</p> <p>EWO will make house calls</p> <p>Pastoral team will meet to review C-Poms (which is available for all staff to use from home as well as in school) and decide on suitable intervention. These will be actioned and reviewed.</p> <p>Senior staff look out for warning signs of family disruption and be pro-active in approaching families with support.</p> <p>Increased emphasis on weighting of PSHE in remote learning activities.</p>	<p>A B D E F</p>	<p>September 2021</p>
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	Total budgeted cost: £100
	Some of the cost is accounted for in other areas.

- All the above will apply when individual bubbles are required to self-isolate.

## Appendix 1

### Rationale Evidence EEF:

1.0:	<b>Collaborative learning</b> <small>Moderate impact for very low cost, based on extensive evidence.</small>	 	+5
1.1	<b>Digital technology</b> <small>Moderate impact for moderate cost, based on extensive evidence.</small>	 	+4
1.2	<b>Early years interventions</b> <small>Moderate impact for very high cost, based on extensive evidence.</small>	 	+5
1.3	<b>Individualised instruction</b> <small>Moderate impact for very low cost, based on moderate evidence.</small>	 	+3
1.4	<b>Parental engagement</b> <small>Moderate impact for moderate cost, based on moderate evidence.</small>	 	+3
1.5	<b>Phonics</b> <small>Moderate impact for very low cost, based on very extensive evidence.</small>	 	+4
1.6	<b>Small group tuition</b> <small>Moderate impact for moderate cost, based on limited evidence.</small>	 	+4

**1.7 Targeted academic support**  
 Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group EEF: intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.  
 (The EEF Guide to Pupil Premium)

**1.8 Teaching**  
 Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.  
 (The EEF Guide to Pupil Premium)

1.9

**Social and emotional learning**  
Moderate impact for moderate cost, based on extensive evidence.


+4

2.0

## Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

#### A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.