

# COVID-19 catch-up premium REVIEW Wilkinson Primary School 2021-22



## COVID-19 catch-up premium spending

SUMMARY INFORMATION			
Total number of pupils:	173	Amount of catch-up premium received per pupil:	£145
Total catch-up premium budget:	£25, 085		

## 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 2021-2022

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	Review Date
<p>Staff will provide suitable learning experience for all learners, including those who are categorized as being disadvantaged</p> <p>These experiences will both consolidate past learning and aim to move learning forwards</p>	<p>Children will meet attainment and progress targets set between key stages.</p> <p>Children will remember what they have learned in each phase of their education. Ofsted regard learning as "If something is not remembered, it has not been learned."</p> <p>Assessments are effective in helping children to make progress</p>	<p><b>The main principle behind student engagement, progress and achievement is <u>High Quality First Teaching for All.</u></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>Ensuring that a broad and balanced curriculum is not compromised by core subject covid-catch up strategies by ensuring subject teams lead on the effective planning and delivery of their subjects.</p> <p>Members of SLT are not class-based and are therefore key to delivers on-going high quality support and CPD to all staff in all areas of curriculum delivery. This also means that SLT can deliver interventions to key groups of children thus giving the most vulnerable children exposure to the most experienced teachers.</p> <p>Intervention teacher employed to work across Years 4-6.</p> <p>Staff will use assessment data to plan for any necessary interventions. These will be monitored by the Inclusion Lead using provision mapping and termly progress meeting with staff. Staff will complete the provision maps with support from the Inclusion Lead.</p> <p>Children will be placed in suitable learning groups within the classroom, year group or school as appropriate.</p> <p>By employing a high number of TAs, children can be planned for and taught in smaller groups, allowing sharper focus on their particular needs.</p> <p>The ASPIRE curriculum will teach children about the ways they learn and how to maximize the impact of their actions on their learning.</p> <p>Increase expenditure in technology will support the current and up-to date use of learning tools.</p>	A B C D F	Sept 2022
<p>Review Sept 2022</p>	<p>Assessment cycle successfully implemented with assessments targeted at each child's attainment stage.</p> <p>Teachers used the assessment data to plan effectively.</p> <p>School data shows improved scores on PP children making accelerated progress from previous year meaning that the gap between PP and non PP is closing.</p> <p>Creative curriculum and ASPIRE curriculum praised by Ofsted.</p>				
				Actual cost:	£10000

Preparation for Future Life.















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?
<p>We will deliver a broad and balanced curriculum which is exciting and relevant.</p> <p>Careful planning of the ASPIRE curriculum to meet the needs of our children in academic, personal and social engagement.</p>	<p>By doing this we can instill a lifelong love of learning and help provide for the cultural capital of our children</p> <p>Children will be independent learners able to hold themselves to account for their own progress.</p>	<p><b>The main principle behind student engagement, progress and achievement is <u>High Quality First Teaching for All.</u></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>ASPIRE curriculum leads will work strategically towards supporting teachers in the effective planning for and delivery of both the PSHE and RSE curricula.</p> <p>Curriculum teams will work strategically towards supporting teachers in the effective planning for and delivery of all subjects across the National Curriculum.</p> <p>Time will be given for the children to "Do something New" in curriculum time.</p> <p>School trips will be planned to support the children's' learning. And enhance their cultural capital</p>	<p>A C D E F</p>	<p>Sept 2022</p>
<p>Review Sept 2022</p>	<p>ASPIRE curriculum praised by Ofsted.</p> <p>Do Something New has taught the children new skills and opened up new opportunities to the children.</p> <p>Attitude of the children to their learning praised by Ofsted.</p>				
				<p>Actual cost:</p>	<p>£5085</p>

## Good Mental Health and Emotional Wellbeing

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? <span style="color: #00a651;">See Appendix 1</span>	How will you make sure it's implemented well?	Barrier being addressed	When will you review this?
Ensure effective emotional wellbeing assessment and interventions both for children and families.	<p>Pupils will be safe.</p> <p>Parents bring children to school regularly and on time.</p> <p>Families feel able to talk to school about worries / difficulties that have arisen due to Covid-19</p>	<p><b>The main principle behind student engagement, progress and achievement is <u>High Quality First Teaching for All.</u></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>DSL is not-class-based therefore allowing time to make regular contact with the most vulnerable families</p> <p>EWO meets with families where attendance is a concern and agreements are put in place.</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 are not class-based and can therefore look out for warning signs of family disruption and be pro-active in approaching families with support.</p>	B D E F	September 2022
Teach children the knowledge and skills for maintaining good mental health and emotional wellbeing.	Children are emotionally ready to engage in classroom learning.	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"	ASPIRE curriculum embedded across the school (SEE ASPIRE Development Plan)	B D E F	
Review Sept 2022	Whilst children received high quality PSHE / RSE teaching, attendance continues to fall short of what we would like. This will be a priority next academic year. Weekly pastoral meetings allowed for effective planning for supporting individual children's emotional well-being.				
				Actual cost:	£10000

## Appendix 1

### Rationale Evidence EEF:

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

2.0

## Teachers' Standards

### Preamble

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

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.