



# Weston Village Primary School

## COVID Catch-Up Premium Spending 2020-21: Summary

### SUMMARY INFORMATION

Total number of pupils:	248	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget (based on 257 pupils):	£20, 560		

### STRATEGY STATEMENT

At Weston, in order to ensure that any gaps in learning as a result of the partial school closure from March 2020 are identified and addressed and any related emotional needs are met, the following areas have been identified as catch-up funding priorities:

- **High quality first teaching derived from well sequenced, purposeful learning schemes.** The necessary adaptations to the curriculum will require some investment. This includes the incorporation of ready-to-progress criteria and planning in maths, adjusted grammar and spelling planning and the increased presence of English objectives across the wider curriculum.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic maths fluency and reading skills.
- **Particular focus on early reading and phonics.** This will ensure that the proportion of children who enter Year 2 with a secure grasp of phonics is in-line with the typical proportion and that gaps in the development of this fundamental skill are identified and addressed quickly.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

*(For some children)*

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Targeted emotional wellbeing support.** Some children will require bespoke support to address their emotional and mental health needs.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

1	Staff understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19, which in turn impact upon children's capacity to learn.
2	General pupil resilience and self-confidence.
3	Teacher knowledge of children's academic gaps and efficient and effective methods for addressing these.
4	Impact of partial school closure on core skills including reading, writing, vocabulary acquisition, mathematical fluency.

## ADDITIONAL BARRIERS

### External barriers:

5	Engagement with remote learning and the school's deployment of a consistent approach.
6	Potential low attendance of certain families, exacerbated by current Covid-19 situation.

## Planned expenditure for current academic year

Teaching					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will it be implemented well?	Staff lead	When will it be reviewed?
Supporting high quality teaching through targeted training in identified areas – meta-cognition and self-regulation, reading comprehension and maths CPA approach, questioning.	Monitoring will identify the evidence of this training, which will be evident in all relevant lessons. The impact on outcomes will be apparent in in-school data and teacher commentary in pupil progress meetings will provide further context.	This training relates to previously identified school priorities and the areas of training are all identified as moderate to high impact measures based on EEF collation of studies.	Training will be implemented over the course of the first three half terms and builds upon current practice and expertise rather than offering a radical overhaul. Effective implementation will be monitored by SLT.	TC, SLT	Half-termly
Further refine feedback policy in relation to Covid 19 measures in order to enhance impact.	Children will be further supported in their learning leading to improved outcomes and accelerated progress for identified target groups.	As above.	Training and amended policy will provide clear framework for staff and effective implementation will be monitored by SLT.	TC, SLT	Fort-nightly
Total budgeted cost:					£1850
Targeted Academic Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will it be implemented well?	Staff lead	When will it be reviewed?

Small group intervention in core areas. Identified groups of children will access regular 20-40 minute sessions for 4-6 weeks at a time, led by existing experienced teaching assistants, through increasing their hours and by a specifically employed additional teaching assistant.	Identified children will make accelerated progress in order to catch-up with their peers.	The EEF cites extensive research supporting the impact of high-quality small group tuition as a catch-up strategy.	Standardise teaching assistant planning, ensuring the identification of measurable success criteria at the outset. Review provision on a regular basis in conjunction with teachers.	TL, SH	Every 4-6 weeks dependent on intervention.
Before and after school intervention.	As above	The EEF cites some evidence that extending the school day to provide additional educational or emotional support can have a positive impact, provided it is supported by parents.	As above.	TL, SH	As above.
Buy Power Write for use as an intervention approach to impact on writing	Identified children will make accelerated progress in their writing.	Writing is already an area identified as a priority and a clearly defined programme of intervention will enhance the necessary support.	Ensure that relevant staff access training.	TL, SH	As above
Total budgeted cost:					£17740
<b>Wider Strategies</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will it be implemented well?</b>	<b>Staff lead</b>	<b>When will it be reviewed?</b>
Provide parents with resources to support their child's phonics development.	Children will attain in-line with typical cohort (phonics screening and in-school assessment in EYFS)	Early reading unlocks learning for all children and children in current Reception, Year 1 and Year 2 missed out on a large proportion of structured and high-quality phonics instruction.	Parent engagement and related home learning activities.	SH, MM	Summer 2021

Staff training around emotional wellbeing	Staff have increased capacity to identify and support pupil wellbeing	The extended absence from school has led to an emerging national picture of increased social services involvement, increased CAMHS referrals, increased job losses and widespread impact on family income. We know from our parents that some children struggled being away from the structure and relationships that school provides. Emotional wellbeing was already a school priority.	Build bespoke support into TA programme of support.	TC, MM	Half termly
				Total budgeted cost:	£650

#### ADDITIONAL INFORMATION

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)