

# WORLINGHAM CEVC PRIMARY SCHOOL



## Covid Catch Up Premium Report

### SUMMARY INFORMATION

Total number of pupils:	340	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£27,200		

### STRATEGY STATEMENT AND IDENTIFIED BARRIERS TO LEARNING

Our overarching catch up priority is to ensure any 'lost learning' as a result of the lockdown over Summer Term 2020 is recovered and at the end of the 20/21 academic year children achieve in line with, or as close as possible to, where we would have predicted them to have achieved in March 2020. Within this, we aim to factor in any closing of the gaps between disadvantaged pupils and their peers that we would expect to have taken place over the same period.

The most significant barriers to learning have been identified as:

- Varied experiences of children accessing home learning over the summer term 2020, and the support children had to access that learning.
- Year 1 missing the summer term of EYFS and as a proportion of their education, missing the largest amount of their curriculum.
- Children who did not come to school from June 2020 in EYFS/Y1.
- Variable technical provision
- Specific children who are demonstrating increased anxiety and social and emotional difficulties as a result of the ongoing pandemic.

The core approaches we are employing to ensure this happens are:

- Ensure all children are ready to learn and have their underlying social and emotional needs supported through the introduction of the Thrive Approach in to school. We have also appointed a member of SLT with responsibility for Pastoral Care and Mental Health in school.
- Ensuring all children have access to 'Quality First Teaching' and supporting Teachers' CPD to maintain and deliver best practice.
- Providing additional adult support in EYFS and Y1 to help overcome lockdown gaps and support children to catch up academically.
- Targeted HLTA support across the school, across the week and across the year to provide 'lockdown catch up' support.
- Supporting Teachers to make as accurate and diagnostic assessments as possible in order to identify gaps and target intervention in the correct place.
- Ensuring our IT infrastructure is reliable and able to facilitate the delivery of remote learning.

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### PLANNED EXPENDITURE

#### Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Introduce whole school CPD programme for teachers using 'Teaching WalkThrus'	Existing strong practice across the school is embedded and developed enabling all children to access Quality First Teaching.	EEF Covid 19 Support Guide for Schools 'Supporting Great Teaching'	KS meetings with KS Leads monitoring engagement. CPD cycle as evidenced in SDP. Focus for all drop in and observations.	PS DM & CH for KS2 and KS1 implementation	Ongoing review through KS meetings and monitoring,
Purchase PIRA tests and use termly across the school.	Reading is assessed accurately and QLA provides diagnostic information about gaps.	Reading underpins all learning. EEF Covid 19 Support Guide for Schools 'Pupil Assessment and Feedback'	MB as Assessment lead, alongside English Lead, to ensure all completed and collated.	MB	Termly assessments
Update necessary teaching IT equipment. Offer refurbished obsolete school computers to disadvantaged families.	All teachers are able to properly deliver remote learning in the event of bubble isolation. Further isolation does not result in significantly increased gaps.	Importance not to let further lockdowns/isolation increase gaps. Experiences from summer 2020 indicate importance of functioning equipment. EEF Covid 19 Support Guide for Schools 'Access to Technology'	Review with staff about usage and reflect on delivery of remote learning. Ensure families are/can access learning.	PS SB for implementation	Ongoing as and when remote learning needed.
				Total budgeted cost:	£2600

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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?	Staff lead	When will you review this?
Provide additional adult support in Y1 and EYFS	Y1 and EYFS children are supported to ensure lockdown gaps are closed.	Monitoring – and national research – suggests younger year groups more greatly affected by missed schooling, because it is a greater proportion of their education missed. EEF Covid 19 Support Guide for Schools 'Transition Support'	Ongoing monitoring and liaison with class teachers and KS lead	CH	Summer 2021
Targeted Phonics catch up support	Identified children in Y2 who are assessed as not likely to pass Phonics Check are supported to get to expected standard	EEF Covid 19 Support Guide for Schools 'Targeted Support' (incorporates all 3 elements)	Ongoing phonics tracking and assessments	CH	Termly
Ensure targeted EYFS Speech and Language Support is delivered by providing time.	NELI programme is delivered and embedded. EYFS children requiring SALT access it and their Speech and Language development improves.	EEF Covid 19 Support Guide for Schools 'Targeted Support' (incorporates all 3 elements)  NELI is supported DfE initiative.	Ongoing assessments and intervention tracking	CH RP/KW for implementation	Mid programme and end of programme

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Access National Tutoring Programme for identified children in Y1-6	Tutored children access tutoring and academic gaps close as a result.	EEF Covid 19 Support Guide for Schools 'Targeted Support' (incorporates all 3 elements)  NTP is supported DfE initiative.	Post tutoring assessment. Monitor engagement and implementation.	PS	End of Programme		
Total budgeted cost:					£18300		
<b>Other approaches</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 you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>		
Introduce the Thrive Approach into school	Children's social and emotional needs are supported		Ongoing monitoring and use of Thrive assessment materials	WJ	Summer 2021		
Increase TA time by an afternoon to support implementation of Thrive in the short to medium term	Sufficient TA availability to deliver interventions to children who need it in a expedited time frame.		Ongoing monitoring and use of Thrive assessment materials	WJ	Spring 2021		
Total budgeted cost:					£6300		
<b>TOTAL EXPENDITURE</b>							
<b>Quality Teaching:</b>	£2600	<b>Targeted Support:</b>	£18300	<b>Other Approaches:</b>	£6300	<b>Total Planned Expenditure:</b>	<b>£27200</b>