

Catch-up Premium Funding Strategy 2020-2021

Statement of intent

At Wrenbury Primary School we believe that the progress and attainment of all our children matters. The highest expectations of all learners are expected for all our children to make the best possible progress (from their starting points) and achieve the best possible outcomes. Therefore, we will use all the resources available to us to help all children reach their full potential, including the use of the Pupil Premium Grant Funding already allocated to school (PPGF) alongside the additional Catch-Up Premium Funding.

What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. The school allocation is calculated on a per pupil basis, £80 for each pupil from Reception to Year 6 in primary schools.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise the school's approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Catch-up funding allocation:

The school receives a total of **£80 per pupil** (for Reception through to Year 6) for the Catch-up Premium Grant, as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- A total of £46.67 per pupil split across payments 1 and 2
- £33.33 per pupil for payment 3

For local authority-maintained schools - 2019 to 2020 academic year place numbers, from Cheshire East local authority's 2019 to 2020 financial year budget returns will be used to allocated funding. **118** pupils were on roll at Census 2019; *132 pupils for the 2020-21 academic year. This is 14 pupils more than the catch up premium funding allocation.*

Catch-up funding: £9440

Use of funds:

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 curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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.

The EEF advises 3 areas to focus on: Teaching and Whole School Strategies; Targeted Academic Support and Wider Strategies:

Teaching and Whole School Strategies	Targeted Academic Support	Wider Strategies
High quality teaching Use of diagnostic assessments Effective feedback to all pupils Focusing on professional development such as technology use	One to one and small group tuition Teaching Assistants and targeted support Effective Intervention programmes Extension of school day	Access to technology Communicating with and supporting parents

IMPACT OF LOCKDOWN LEARNING: Core curriculum findings from initial assessments

Reading:

The Summer Term content from the previous year has been missed for all pupils. This is more of a concern in EYFS/KS1. Baseline assessments indicate there has been some regression in reading and maths but not as much as that seen in writing. Pupils may have had some exposure to reading opportunities throughout lockdown. Letters and Sounds phonics will be delivered from when it ceased to ensure no gaps exist. Extra time is being made available for this to allow for two phonics sessions daily.

Writing:

Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age. Children's writing stamina has reduced. Children are not using punctuation consistently, if at all in some cases, spelling and grammatical rules have been forgotten. Handwriting is also a concern due to limited practice throughout the lockdown period. Handling of writing equipment is a challenge in EYFS.

Maths:

The Summer Term content from the previous year has been missed for all pupils. Our initial assessments showed a decrease in the number of pupils at the expected standard for their age. Children are less able to recall facts including times tables. Children are not consistent in the use of previously taught calculation strategies. Reasoning, problem solving and fluency need attention.

Other subjects:

Children have been isolated from friends so relationships and working together needs to be a key focus. EYFS need to focus on PSED due to lost time in nursery and missed transition opportunities. Readiness for school has presented some barriers. KS1 and KS2 children have missed aspects of the curriculum in all other subjects, therefore there will be gaps in skills and knowledge. Whilst the core curriculum is a priority, at Wrenbury we believe that all subjects are important for a well-rounded education. Some of the foundation subjects provide the creative aspects that will allow children to express themselves and their feelings. Others will provide the opportunity to practice the cores skills in English and Maths. The Learning Journey books provide the children with a sense of pride and value to their learning and we will endeavor to provide our bespoke curriculum to bring some normality back for the children. Children missed key events such as residential visits, festival celebrations and sports days which help to develop the whole child. Whilst remote learning was provided, not all children accessed the available work during lockdown due to issues with technology and network coverage.

How we will make decisions at Wrenbury Primary School regarding the use of the Catch-Up Premium Funding?

In making decisions on the use of the CUPF, we will focus on approaches that:

- Use effective planning and high quality teaching and learning as the preferred ways to ensure that key concepts are taught in attainment in the first instance eg Ready for Progress in Maths (NCETM)
- Effectively deploy teaching assistants to provide prior learning and/or bespoke intervention at the point of need for any child where a concept/domain isn't fully understood fully at the end of a lesson.
- Use evidence based research (EEF) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the CUPF, by the school and governing body.
- Are focused on clear short to medium-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use will take these group and individual needs fully into account.
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop resilience and problem-solving strategies.
- Ensure children's emotional health and wellbeing are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, who have 'lost ground' as much as for those falling behind their peers.

Our approach will be to provide:

- A Curriculum for Recovery for the initial 3.5 weeks on return to school (health, wellbeing and acadmic)
- High Quality First Teaching
- Targeted academic support
- Wider strategies to support mental health and wellbeing
- Use of CUPF to bridge the barriers to learning.

At Wrenbury Primary School, we have chosen to use the allocation for the **Catch-up Premium Funding**, as outlined below, taking into account the 'raw lost learning' during lockdown in order to diminish the differences and support attainment and progress:

Barrier to learning: What needs to change?	Chosen approach and associated cost What will we do?	Rationale for chosen approach Why we will do this?	Intended outcome What do we hope to achieve?	Impact seen Did we achieve what we expected?
<p>Accessibility to technology during further possible lockdown/isolation circumstances needs enhancing for some pupils. Clear schedules of what work needs to be completed and exposure to online lessons needs thought so there is consideration of families with more than one child.</p> <p>Staff knowledge and training in the use of Seesaw as a virtual learning platform are needed. This tool could also enhance general pedagogy and homework distribution.</p>	<p>Seesaw will be bought as a VLP to support the school's remote learning strategy plan.</p> <p>Cost: £646</p> <p>Ipads to support interventions</p> <p>Cost: £2903.60</p>	<p>School needs to feel confident that in the event of a further lockdown or isolation situation, no family will be disadvantaged due to a lack of technology or network coverage.</p> <p>Pupils still need to access high quality learning opportunities. In order for staff to be in a strong position to deliver our remote learning strategy they need to be upskilled in the use of the VLP's toolkit to be able to deliver high quality teaching and learning remotely. This will become part of our daily pedagogy.</p>	<p>The VLP which is accessible on any device will give all pupils the entitlement to remote provision.</p> <p>There is a clear strategy for providing a quality remote learning offer and there is consistency across the school.</p> <p>Staff have accessed training in the use of Seesaw as a VLP. Staff are able to use Seesaw for education as part of their daily pedagogy and therefore all pupils understand how to access their work and assignments through Seesaw.</p>	
<p>Gaps in phonics and reading comprehension need closing. Not all children have continued with their reading during the lockdown period. Reading is an essential skill which allows pupils to access all other areas of the curriculum.</p>	<p>In order to provide phonics reading books in bubbles (YR-2) and be able to provide reading resources in the event of further lockdown experiences, the school will purchase additional books.</p> <p>Cost: £ 599.70</p>	<p>The VLP allows for video uploading, enabling teachers to provide phonics teaching, reading comprehension lessons and the class story remotely.</p> <p>There are numerous resources which can be used both in the classroom and if learning remotely to support more than one group in a bubble, including use of power-point, whiteboard screen and video recording. This allows for children in a bubble to be accessing the same teaching</p>	<p>Staff are able to maintain an effective delivery of phonics whether children are in bubbles or at home. Resources can be accessed in school or at home.</p> <p>Staff have continued to develop children's reading comprehension using the CGP reading materials alongside bespoke videos of the class teacher teaching reading comprehension skills aligned to the comprehension being undertaken in the CGP books.</p>	

		and learning whether at school or at home.		
Prioritising the use of vocabulary by enhancing speech and language opportunities in EYFS. This will impact on reading and writing skills.	<p>To introduce the NELI interventions to a small group of targeted children. A TA will deliver the intervention and will be trained to do so. All resources will be purchased. 20 hours training prior to the intervention</p> <p>Cost: £393.40</p> <p>An additional TA to support in EYFS will be employed in order for the release of a NELI trained TA to provide intervention.</p> <p>Cost: £4658 (costs towards full salary)</p>	<p>School has noticed a significant increase over time of speech and language concerns. We feel this will have been heightened by the recent loss of learning for a lot of pupils.</p> <p>NELI has been recognised following trials by EEF as an effective intervention to run to support early years language development.</p> <p>This intervention provides recognised training for staff so the programme can be delivered accurately and therefore more effectively.</p>	<p>Speech and language concerns will improve and this in turn will improve reading and writing skills.</p> <p>We expect to see progress from engagement with the intervention programme to its conclusion.</p>	
Gaps in reading, SPAG and Maths need closing.	<p>CGP books for every child in Y1-6 linked to the year of their lost learning (eg Y5 children provided with Y4 books) to be used as part of the teaching /learning delivered across the week and for homework, moving into current year group CGP books.</p> <p>In the event of a further lockdown or self-isolation, these books will be used as a remote learning resource to</p>			

provide a blended approach. School recognises the challenge for every child (family) in accessing technology-based learning across the day and reduce screen time.

Subscription for IDL (basic literacy skills) for SEND children

Cost: £238.80

Total expenditure:

£9,440

Accountability and reporting

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Governors should scrutinise the school's approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.