



## RCSAT COVID-19 Catch-up Premium Spending Summary: Warmingham Church of England Primary



### SUMMARY INFORMATION

**Total Number of Pupils: 76   Amount of Catch-Up Premium Received per Pupil: £80   Total Catch-Up Premium budget: £6080**

COVID-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our children and families. We also need to be mindful that many pupils have not been in school since March and the impact that this has had on both their education, emotional wellbeing and readiness to learn. The majority of our children engaged with our remote schooling provision during lockdown. Warmingham CE Primary also provided lessons through paper packs where needed.

Our school utilised many online platforms including Google Classroom, Timestables Rockstars, Mathletics, Purple Mash, Oxford Reading Tree, BBC Bitesize, Oak Academy to name but a few. It is important to acknowledge that many children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Illness and anxieties about catching the virus is an on-going worry and will have an impact of years to come. Supporting families with this in September was naturally a key focus alongside ensuring all risk assessments and procedures were in place to mitigate the risk of COVID.

From March to June 1st, we were open to key worker and vulnerable children only and for this period, 15 (20% of the whole school) keyworkers accommodated in total. When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we additionally had the following attendance:

- Reception: 6 out of the 11 pupils attended (55% of cohort)
- Year 1: 10/11 pupils attended (91% of cohort)
- Year 2: 4/11 pupils attended (36% of cohort)
- Key Workers & Vulnerable Children: 12 pupils attended (16% of the whole school)

The statistics for Reception, Year 1 and Year 6 show confidence on Warmingham CE Primary, these children are now our Year 1 and 2 cohorts and we are aware that the provision they experience contrasts significantly across each cohort with those who did not attend who have over a terms worth of learning to catch up on during these vital school years. We are also mindful of the change for those children who attended in small bubbles would be returning to large classes and those returning from remote learning may have experienced few opportunities to socialise throughout lockdown. Current Years 3 - 6 only had remote learning provision during lockdown so there will be challenges in supporting these children to 'catch up' with missed learning.

## IDENTIFIED IMPACT OF LOCKDOWN

<b>Wellbeing, Mental Health &amp; Social Skills</b>	<p>Children were unable to access the support of the wider school community and the support programmes and therapies offered. Lockdown also impacted on our enrichment program which focuses on pupil physical and mental well-being. Lockdown has had an impact on children general wellbeing and social skills. This is likely to have significant impact for many years to come, unless we intervene at this early stage. We all know that children don't learn unless they feel safe and happy, which is why the children's wellbeing will be an ongoing priority for the children at Warmingham CE Primary.</p>
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths and lockdown has not affected their attitudes however they are quite simply 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and pre-teaching activities.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The spiral structure of IPEELL will ensure our children have the opportunity to revisit learning before moving on to new concepts. This will ensure that we address the gaps in the children's learning. As children have written less and without our focus on presentation, the standard of the children's handwriting has also declined.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Some children were keen to access online resources, whilst others were impacted by lack of motivation and resources. There is a real mixed picture across the school depending on the amount of reading the children did over lockdown.</p>
<b>Other Subject Areas</b>	<p>Whilst all curriculum areas continued to be taught via our weekly plans, we acknowledge that the depth of learning was not possible and both gaps in skills and knowledge have been identified. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

## USE OF CATCH-UP PREMIUM 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.

### **Education Endowment Foundation's 'School Planning Guide 2020-21'**

The EEF advises the following:

#### **1. Teaching and Whole School Strategies**

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

#### **2. Targeted Approaches**

- One to one and small group tuition
- Intervention programmes
- Extended school time

#### **3. Wider Strategies**

- Supporting parent and carers
- Access to technology
- Summer support

#### **The Catch-Up Fund will be communicated to parents and stakeholders through:**

- Website will share this document with all stakeholders.
- Newsletters will provide updates on a regular basis as will year group termly updates.
- Parent Council will be involved in various discussion points and report back updates to wider group.
- Governor monitoring through link governor plus Principal/ EHT Reports will ensure all governors are updated regularly.

**Quality First Teaching** supported by target CPD for all staff.

Focus on **wellbeing, mental health, social skills, rules and routines.**

**Effective assessments** to ensure we identify next steps in learning.

Systematic approach to **Phonics & Spelling** including RWInc

Systematic approach to **Writing** to ensure children revisit learning from previous year groups before moving on – IPEELL

Systematic approach to the teaching of **Reading** – Pathways to Reading

**Maths** taught in year groups rather than mixed aged classes which focuses on the mastery approach using the 'Ready to Move On' guidance.



**Deployment of teachers and TAs to deliver interventions** - Pathways to Progress, Inferences Training, Precision Teaching, 1:1 Reading, Numicon, Fresh Start, Pet Therapy, Cool Connections, Resilient Classrooms

**TAs to support** in each class every morning.

**Green 4 Growth** – Addressing misconceptions at the start of lessons.

**Early Work** – Maths Fluency focus every morning.

Develop use of **Google Classrooms** – weekly lessons whilst in school to ensure all KS2 children can confidently use the platform if their bubble closes.

Ensure all families have access to **technology.**

Ensure our **vulnerable children** have access to classroom teaching if we enter another lockdown.

**Curriculum leads** to support teachers planning.

## Planned Expenditure for 2020 to 2021

Whole School Strategies				
Action	Intended Outcome & Estimated Impact	Cost	Staff Lead	Impact
<p><b>Google Classrooms</b> in place for all pupils in the school.</p>	<p>Pupils use Google Classrooms at home to access remote learning.</p>	<p>£3000 Grant accessed to help with set up and training for staff.</p>	<p>NB</p>	
<p>Curriculum Leads to support teachers to ensure the <b>Reading, Writing and Maths are planned with increasing detail</b> and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects.</p> <p>Ensure use of new materials such as the 'Ready to Move On' Maths guidance published June 2020 to aid planning and assessment.</p> <p>Staff meetings and additional PPA as required.</p>	<p>£400 for supply cover as and when needed.</p>	<p>Maths – KA English – KA RWInc - SA</p>	
<p>Total Budget for <b>Whole School Strategies</b> = £3400</p> <p>Breakdown:</p> <p><b>£400 – Catch-Up Premium</b></p> <p>£3000 – Google Classrooms Grant</p>				

**Quality First Teaching**

Action	Intended Outcome & Success Criteria	Monitoring	Cost	Review
<p>Implement <b>'Pathways to Read'</b></p>	<p>Systematic approach to the teaching of reading which supports teachers with identifying gaps in learning before planning next steps.</p> <p>Children make accelerated progress.</p> <p>More children will reach Expected and a higher percentage will achieve Greater Depth.</p>	<p>Books Pupil Voice Data PPM Observations</p>	<p>£1500 Package £75 Training £1270.32 Books</p> <p>Total of £2845.32 funded through Pupil Premium</p>	
<p>Targeted <b>Maths</b> support delivered by teachers</p>	<p>Children will be taught in small year group classes (no more than 11) rather than mixed aged classes.</p> <p>Teachers will use the 'Ready to Move On' guidance published June 2020 to aid assessment and planning.</p> <p>Concepts will be revisited or 'pre-taught' to ensure all gaps in knowledge are addressed swiftly before moving on.</p> <p>Children make accelerated progress.</p> <p>More children will reach Expected and a higher percentage will achieve Greater Depth.</p>	<p>Books Pupil Voice Data PPM Observations</p>	<p>Additional teacher employed 0.4 to release KA to deliver Maths in KS2.</p> <p>Total of £16,364 Funded through Pupil Premium</p>	

<p>Daily Early Work to develop the children's <b>Maths fluency.</b></p>	<p>Daily Early Work (first 20 minutes of each day) which focuses on developing the children's basic fluency.</p> <p>Children's basic mathematical recall will improve.</p> <p>Children make accelerated progress.</p> <p>More children will reach Expected and a higher percentage will achieve Greater Depth.</p>	<p>Books Pupil Voice Data PPM Observations</p>	<p>£ 120 for Fluency Grids from First 4 Maths</p>	
<p>Broker support from Literacy Company ensure quality first teaching of <b>Writing</b></p>	<p>All year groups have high quality moderation in place to support development and assessment of writing.</p> <p>Teachers able to identify next steps in writing.</p> <p>Children make accelerated progress.</p> <p>More children will reach Expected and a higher percentage will achieve Greater Depth.</p>	<p>Books Pupil Voice Data PPM Observations</p>	<p>£200</p>	
<p>Total Budget for <b>Quality First Teaching</b> = £19,529.32</p> <p>Breakdown:</p> <p><b>£320 - Catch-Up Premium</b></p> <p>£19,209.32 - Pupil Premium</p>				

### Targeted Support

Action	Intended Outcome & Success Criteria	Monitoring	Cost	Review
<p><b>Mental health and wellbeing</b> support provided by external sessions</p>	<p>Complete 'Me and My Feelings' questionnaire with all children by the end of September 2020.</p> <p>Children with a particular need identified and supported.</p> <p>Weekly pet therapy sessions with Creative Action Team</p>	<p>Observations Pupil Voice Parent Voice</p>	<p>Grant accessed by CAT</p> <p>TA – Deployed from the main budget.</p> <p>SG – KS2</p>	
<p><b>Mental health and wellbeing</b> support provided by external sessions</p>	<p>Complete 'Me and My Feelings' questionnaire with all children by the end of September 2020.</p> <p>Children with a particular need identified and supported.</p> <p>Weekly interventions – Cool Connections and Resilient Classrooms</p>	<p>Observations Pupil Voice Parent Voice</p>	<p>TAs – Deployed from the main budget.</p> <p>LK – KS1 SG – KS2</p>	
<p>Implement '<b>Pathways to Progress</b>' material purchased to support teaching of literacy</p>	<p>Children will be targeted for additional support.</p> <p>Gaps in Reading &amp; Writing will be quickly addressed and closed.</p> <p>Concepts will be revisited or 'pre-taught' to ensure accelerated progress in the classroom.</p> <p>Children make accelerated progress.</p>	<p>Pupil Progress Meetings and regular monitoring of the intervention.</p> <p>Impact evident in the children's class work.</p>	<p>£400 for package</p> <p>£300 towards the cost of the picture books</p> <p>Additional £3688 To support delivery.</p>	

	More children will reach Expected and a higher percentage will achieve Greater Depth.		Small groups – no more than 4. Three thirty, minute sessions per week for half a term.	
<b>Targeted interventions for Reading, Writing and Maths</b>	<p>Interventions targeted to meet the children’s individual needs. Current interventions:</p> <p><b>Reading:</b> 1:1 Reading Inference Training Pathways to Progress</p> <p><b>Phonics &amp; Spelling:</b> Small groups for RWInc – KS1 Fresh Start – RWInc for Y3/4 Precision Teaching – KS2</p> <p><b>Writing:</b> Pathways to Progress – KS1 &amp; KS2</p>		<p>TAs – Additional Hours to deliver interventions</p> <p>£892.00</p> <p>LK – Y1/2 HK – Y3/4 SG – Y5/6</p>	
<b>Total Budget for Targeted Support = £5280</b>				

<b>Total Expected Expenditure £27,889.32</b>			
Allocated Budget	<b>£6080</b>	Catch-Up Premium	<b>£6000</b>