

COVID-19 catch-up premium report

SUMMARY INFORMATION			
Total number of pupils:	504	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£40320		
STRATEGY STATEMENT			
<p>At Welbourne Primary School we strive for all pupils to attend a positive and respectful environment where they receive the highest quality of teaching and learning. We provide a broad and balanced curriculum with our core values at the heart of what we do. These are:</p> <p>Community: Our diverse community is our strength. We learn from and with each other and succeed together because of this. Respect: We foster a culture of mutual respect where everyone feels valued, happy and safe. Self- belief: Every child is encouraged to believe that they can achieve anything through determination, perseverance and hard work. Innovation: We provide creative, stimulating learning experiences to inspire pupils and prepare them for a rapidly changing world</p> <p>“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none"> • Mental health and well-being • Supporting early readers and to accelerate the progress in writing for underperforming boys. (SDP improvement areas) • Diminish gaps in overall learning, especially for our disadvantaged pupils <p>The core approaches we are implementing are:</p> <ul style="list-style-type: none"> • Training and coaching for staff to improve their pedagogy of learning and practice in the classroom (Teaching Walk-thrus and Rosenshine’s Principles of Effective Learning) • 1:1 and small group tuition for pupils for pupils just under age related expectations and the bottom 20% of learners <p>The overall aims of our catch-up premium strategy are:</p> <ul style="list-style-type: none"> • To reduce the attainment gap between our disadvantaged pupils and their peers • To raise the attainment of all pupils to close the gap created by COVID-19 school closure <p>The following will ensure Welbourne makes rapid progress in reaching its school priorities</p> <p>Teaching Quality first teaching is one of the most effective ways of ensure that all children meeting their learning outcomes.</p> <p>Targeted Academic Support: Extensive evidence has shown the impact of high-quality one to one or group tuition as an effective catch-up strategy. Tuition delivered by</p>			

qualified teachers is determined to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils in all aspects of their schooling life. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs enables school staff to provide timely and thorough support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. This will remain in place to increase attendance and engagement with learning.

BARRIERS TO FUTURE ATTAINMENT: ACADEMIC

A	All pupils have been affected by the pandemic. The lack of routine and social interaction has impacted pupils' motivation to learn alongside their confidence when faced with age appropriate learning.
B	Pupils who have recently arrived or had started school during the height of the pandemic missed vital learning opportunities, therefore widening the attainment gap.
C	Some pupils couldn't access work from Google Classroom and therefore missed a lot of learning. Another group that were able to access the learning sometimes found it challenging to access learning tasks through this medium and therefore missed a lot of learning.

ADDITIONAL BARRIERS: EXTERNAL

D	As a result of high deprivation, most pupils have limited space and facilities for home learning, including limited access to IT
E	A significant proportion of pupils do not have a wide range of experiences beyond the school day. Said pupils tend not to have the right resources and access to additional to the learning from school.
F	Many parents have limited language and or understanding of learning tasks to support their children.

Planned expenditure for current academic year

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?	Cost	Who will review this? When?
Catch up training	Improve pedagogy for support staff. <ul style="list-style-type: none"> Increased impact of intervention. Gap is diminished. 	Carefully planned and well timed small group interventions that do not result in children missing out on other areas of the curriculum significantly improve progress and attainment.	Ongoing support	£1000	Inclusion team, half termly
CPD in using Walk-Thrus training programme	Improve pedagogy <ul style="list-style-type: none"> Reduction in catch-up interventions Decreasing attainment gap 	This strategy improves wave 1 teaching which is the most effective strategy to meet learning outcomes. It helps to maintain consistency across the school. Pupils have demonstrated that they understand at least one of the teaching strategies across the school	Lesson observations Peer observations CPD Triangulation	£200 for staff release time.	Monitoring and evaluation cycle. AHT for Teaching and Learning
Total budgeted cost:				£1200	
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?	Cost	Who will review this? When?

Small group/1-1 tuition of children performing just under ARE	<p>Diminish attainment and progress gap</p> <ul style="list-style-type: none"> All children on target to achieve at least in line with their KS2 results 	Carefully planned and well timed small group interventions that do not result in children missing out on other areas of the curriculum significantly improve progress and attainment. These children are just under ARE and can achieve their End of Key Stage learning targets with this additional support.	Pupil data and class teacher gap analysis information to be used to create an individual learning path for each pupil in the group	£30590	Half termly Inclusion Lead/DHT
Targeted early reading/phonics support	All early readers across the school are making accelerated progress to age related expectations.	The EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development in early reading skills.	Pupil data Ongoing assessment from practitioners.	£8030	Half termly Inclusion Lead/DHT
Total budgeted cost:				£38620	

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Who will review this? When?
Resources for whole school projects. These include whole school picture books and resources.	Pupils have redeveloped their emotional resilience, with the aims and values of Welbourne being paramount to this.	School level approaches to social and emotional learning can help develop a positive school ethos. These strategies can have an additional 4 months of progress in academic outcomes.	Pupil data Pupil voice/surveys Quality of outcomes/display	£500	English team Termly
Total budgeted cost:				£500	

ADDITIONAL INFORMATION

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Trust Report