

Summary Information					
School	Witton Church Walk C of E nursery and primary school				
Academic Year	2020 - 21	Total catch-up premium	£21,040	Number of pupils	263

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and our scale of the response must match the scale of the challenge.

Schools' allocation will be calculated on a per pupil basis, providing each mainstream primary school with a total of £80 for each pupil in year's reception through to year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus, the grant will only be available for the academic year 2020 to 2021. It will not be added to schools' baselines in calculation future years' funding allocations.

Use of Funds	EEF Recommendations
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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 the 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 the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

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

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and attitudes continue to be positive, however many children are quite simply behind in their acquisition of knowledge.</p> <p>Recall of basic skills has suffered – children are unable to recall addition and subtraction facts, times table facts and those strategies acquired previously are now forgotten. This has become quite apparent once starting the curriculum in September during daily arithmetic sessions at the beginning of the lesson.</p>
Writing	<p>Children haven't necessarily missed large chunks of objectives or units of learning in the same way as maths, however they have lost essential practising of writing skills and the stamina to complete writing tasks of length. Grammar and punctuation specific knowledge has suffered as a consequence of not receiving consistent teaching during the months absent from school which has led to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who did not write much have had to work additionally hard on their writing stamina and improving their motivation due to this lack of fluency in their ability to write.</p>
Reading	<p>Those children who had access to books and online reading resources during lockdown were able to maintain their development in the area. There were unfortunately a large number of families who did not have these resources at their disposal therefore reading abilities have become stagnant and require further support. Despite these differences children continue to be less fluent across the board in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The impact of the children in KS1 and EYS not completing their phonics lessons has had a large impact on reading across the board.</p>
Non-core	<p>There are now significant gaps in knowledge based learning. Whole units/topics have not been taught as they would have been meaning 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. In addition to this the children have missed out on the vital curriculum experiences that bring it alive e.g. educational visits, visitors into school and the wow days that are used to enhance the curriculum for the children.</p>
Early Years	<p>There a number of children who have begun school in reception who have relapsed in a number of areas due to the school closure. This has impacted on toileting, speech and language and the basic skills that accompany this and their basic life skills such as eating at a table and using a knife and fork when eating.</p>

Planned expenditure – The heading below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools

I. Teaching and whole school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review date
<p><u>High quality teaching for all - Supporting great teaching</u></p> <p>The delivery of phonic has been amended in order to meet the needs of our pupils. Staff across all age ranges have needed to attend online training as well as a series of CPD sessions led by the schools phonics lead. This has been implemented so that gaps in learning can be addressed and for those who need it to catch up.</p> <p>In addition to this a year 3/4 teacher is also taking the lead on this in year 3 as there are a large number of children yet to pass the Year 1 phonics test. This has meant that additional phonics teaching has needed to be put into place to ensure that this happens and so the children are able to access their learning across the curriculum.</p>	<p><i>Additional time for the teachers and teaching assistants to attend a 4 hour training session as well as the required in-house CPD. Release time and overtime for some teaching assistants will be required for this to happen.</i></p> <p style="text-align: right;"><i>(£3000)</i></p> <p><i>TA is directed to support one group daily from Monday to Friday in order to ensure it occurs daily.</i></p>		LW	Jan 21
<p><u>Effective diagnostic assessment - Teaching assessments and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain. They used the first half of the autumn term to gauge each individual pupil’s attainment for each subject, giving the children time to settle back into school and feel safe and secure before baselines were set. All of the information gathered will be used to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessment.</p>	<p><i>Additional time given for children to settle back into school and feel safe and secure before assessments are taken and baselines set for the year,</i></p>		LK	Oct 20
<p><u>Supporting remote learning - Ensuring equity of access for all</u></p> <p>Along with the schools knowledge of the families within the catchment and the information gathered during the lockdown period the decision was made</p>	<p><i>Purchasing electronic devices for our most vulnerable families to use to aid with remote learning.</i></p> <p style="text-align: right;"><i>(£800)</i></p>		TP	Ongoing

<p>to find out which of our parents did not have access at home to support remote learning. This information has been used to source laptops for a number of families who were not and still not able to access this learning from home. In addition to this we have an allocation of 6 devices should we need to access them in the case of a full lockdown or bubble closure. The aim of this is that all children will have access to remote learning should they require it meaning the rate of learning stays in line with their peers.</p>				
<p><u>Focusing on professional development - Supporting great staff</u> To ensure staff mental health and wellbeing remains a priority on return to full time schooling. This is paramount to ensuring that everyone feels supported and able to carry out their responsibilities in a safe and secure environment.</p>	<p><i>Wellbeing staff meetings to take place delivered by the wellbeing leads for the school.</i></p> <p><i>1:1 conversations to take place with all staff. These will form part of the performance management process as wellbeing is included as a priority.</i></p>		<p>TP & JO</p> <p>KM & TP</p>	<p>Dec 20 & Feb 21</p> <p>Oct 20 April 21</p>
<p><u>Transition support – Welcoming new starters</u></p> <p>Children who have joined school from different settings or are beginning their schooling at Witton Church Walk have an opportunity to become familiar and confident with the setting before they arrive. To ensure provision is appropriate to meet the needs of the new pupils, especially in early years where the need for further support has been identified.</p>	<p><i>A virtual tour of Witton Church Walk has been developed to share with new starters. Additional time is made to cover the teacher so they can have a virtual meeting or a socially distanced meeting with the new starter so that the child is confident in joining the school.</i></p> <p><i>An extra early years TA practitioner will be deployed to ensure all needs can be met.</i></p>		<p>KM</p>	
Total budgeted cost				£3800

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>High quality 1-to-1 and small group tuition</u> Identified children across key stage 2 will have significantly increased rates of fluency in reading, stamina and knowledge and application of spelling and grammar and increased fluency and application of skills in maths. The gaps/dips in attainment should decrease due to the nature of working in small groups.</p>	<p><i>A teacher to be appointed to work on a 1:1 basis with a number of year 6 pupils to support in maths. These sessions will take place outside of and in addition to the normal lessons. The identified children will be reviewed and changed based on improvements and need.</i></p> <p style="text-align: right;"><i>(£5025)</i></p> <p><i>Deputy Head teacher/maths lead to work with a small group of year 5 & 6 pupils who have been identified to have large gaps in their learning. These 1 hour sessions are to take place 4 times a week.</i></p> <p style="text-align: right;"><i>(£11.248)</i></p>		TP	Dec 20
<p><u>Teaching assistants and targeted support - Intervention programme</u> A bespoke programme to be put into place that will support those identified children in reinforcing their understanding of basic maths skills and application.</p>	<p><i>A teaching assistant has been allocated to work with identified year 3 and 4 children to support in the learning of maths, reading and writing. The small group sessions will take place every day. The children may change once assessments have been carried out in order to meet the needs of all pupils.</i></p> <p style="text-align: right;"><i>(£5780)</i></p>		TP	Dec 20
<p><u>Planning for pupils with SEND – Intervention programme</u> A number of children in school with SEND will require additional support on return to school to ensure a smooth transition from being at home for a long period of time to being back in the classroom with new routines and boundaries.</p>	<p><i>A behaviour consultant to work with a number of staff to help develop and support strategies that can be used to help those children who have been identified as struggling both socially and emotionally to the changes in school on their return and because of their long absence. In addition to this one twilight for TEAM TEACH to take place.</i></p> <p><i>Additional ELSA sessions to be introduced during the Spring term for those children identified as still requiring the support due to COVID.</i></p>		SJ	

	<p><i>Art Therapy to be implemented for the three terms for a number of identified pupils.</i></p> <p><i>Play therapist employed to work with 2 identified children</i></p> <p style="text-align: right;"><i>(£1776).</i></p>			
Total budgeted cost				£23,829

iii. Wider Strategies				
Desired Outcome	Chosen action/approach	Impact (once reviewed)	Staff Lead	Review Date
<p><u>Supporting parents and carers with pupils of different ages – effective communication with the wider community</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Paper based learning books to be purchased to run alongside the remote access learning that has been created. This is to ensure that ALL children are able to access the required learning and do not fall behind their peers if they were expected to learn from home.</i></p> <p style="text-align: right;"><i>(£1200)</i></p> <p><i>Stationary packs are also purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><i>(£464)</i></p>		JO	
<p><u>Ensuring access to technology – Enabling learners equal access to the provision</u></p> <p>Along with the schools knowledge of the families within the catchment and the information gathered during the lockdown period the decision was made to find out which of our parents did not have access at home to support remote learning. This information has been used to source laptops for a number of families who were not and still not able to access this learning from home. In addition to this we have an allocation of 6 devices should we need to access them in the case of a full lockdown or bubble closure. The aim of this is that all children will</p>				

<p>have access to remote learning should they require it meaning the rate of learning stays in line with their peers.</p>				
<p><u>Supporting pupils' social, emotional and behavioural needs – Whole school recovery curriculum/SEL curriculum</u> At Witton Church Walk we put the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during the lockdown period. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support our children's ability to learn. This approach will encompass and support the academic expectations for your child.</p>	<p><i>The 'R' curriculum to be used to support pupils' mental health and wellbeing on their return to school. This has been developed by the wellbeing team and designed to enhance the curriculum that is already in place. This approach will encompass and support the academic expectations for all children. A number of books have been purchased that will support the delivery of this curriculum.</i></p>		<p>TP & JO</p>	<p>Oct 20</p>
Total budgeted cost				£1664
Cost paid through Covid Catch-up				£21040
Cost paid through school budget				£8,253
Total cost				£29.293