



Warren Park Primary School

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	421
Total catch-up premium budget:	£33,680

STRATEGY STATEMENT

The Covid-19 catch-up premium has been allocated to support children and young people to catch up on lost learning time following school closures. This is especially important for the most vulnerable children and those from disadvantaged backgrounds. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and enable them to be in line with the curriculum expectations for the next academic year.

The Education Endowment Foundation (EEF) support guidance has been used to help us to identify the priorities for this expenditure. The EEF teaching and learning tool kit has ensured that we have selected actions that have a proven track record of accelerating progress.

At Warren Park this funding will be targeted:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To reduce the attainment gap between vulnerable and disadvantaged pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Limited engagement with home learning during the spring and summer terms 2020 and again during spring 2021 has resulted in gaps in learning, especially for the youngest children.
B	Lack of appropriate devices within the home and an appropriate learning platform at school limited the quality of education available during partial school closures in the spring and summer terms 2020.
C	A systematic approach to learning to read has been significantly disrupted resulting in a delay in the development of fluent reading.
D	Learning behaviours that lead to sustained progress and achievement will need to be revisited and the expectation renewed.

ADDITIONAL BARRIERS

External barriers:

E	Covid-19 pressures on families have led to an increased demand for emotional and well-being support for children in all year groups.
F	Lack of regular school attendance has led to social skills, especially of the youngest children, needing development in order to be able to maintain appropriate relationships and participate fully within the school community.
G	Childhood development has been interrupted and life experiences have been very limited. Day to day life has revolved around a few key relationships while only being able to engage in limited activity.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	Rationale	Implementation	Staff lead and cost	Review
<p>A: Implement a re-engagement and recovery curriculum to strengthen learning skills; respond to diagnostic gap analysis through planned formative and summative assessment; tailor planning to meet the current needs of students through quality first teaching.</p>	<p>Children will be in line with the minimum sufficiency expectation by the end of the next academic year.</p>	<p>To support the children to catch -up and learn the core skills and knowledge that is necessary in order for them to access the future age appropriate curriculum.</p>	<ul style="list-style-type: none"> - Identify gaps in teaching, draw out key skills and knowledge that are essential to the future development of learning within the subject. - Individual, group and class based assessment to identify gaps and lost learning. - Year teams, with the support of subject leaders, adapt the curriculum planning to enable children to catch up . - Explicitly revisit expectations of core learning behaviours and provide opportunities for the children to remember and apply such behaviours. 	<p>HT and YLs</p> <p>£1,400</p>	<p>Year leaders to feedback to Progress Team at least half termly.</p>

<p>A: Frequent low stakes retrieval practise to embed knowledge.</p>	<p>Children will be supported through the use of effective strategies to remember important information and knowledge which will enable them to meet their age related expectations.</p>	<p>To support children to be able to recall and apply prior learning.</p>	<ul style="list-style-type: none"> - Curriculum team to share a range of strategies to support retrieval within the classroom. - Subject teachers to adjust planning to incorporate strategies. - Subject teachers to use assessment to inform future teaching. 	<p>Year leaders (no additional cost)</p>	<p>Curriculum team and subject leaders through MER cycle</p>
<p>C: Systematic development of early reading skills through the introduction on Monster Phonics</p>	<p>Children will become fluent readers and meet reading age expectations by the end of the next academic year.</p>	<p>To ensure that children develop age appropriate reading skills which will support them in accessing a broad and ambitious curriculum.</p>	<ul style="list-style-type: none"> - Whole staff training. - English team to agree approach for implementation with year leaders. - Daily Monster phonics sessions. - Assess impact. 	<p>English leaders £2,300</p>	<p>English leaders to liaise with year leaders and report back to Progress Team and governing body.</p>
<p>C: Reading materials are aligned to learners' phonic knowledge.</p>	<p>Fluency in reading will develop at an age appropriate rate.</p>	<p>To ensure that children develop age appropriate reading skills which will support them in accessing a broad and ambitious curriculum.</p>	<ul style="list-style-type: none"> - Review current book stock. - Order additional reading materials. - Share with staff in line Monster Phonics roll out. 	<p>English leaders £10,500</p>	<p>As above</p>
<p>A: Whole school focus on oracy, including language and vocabulary acquisition.</p>	<p>Children will use appropriate subject specific vocabulary when discussing subject material.</p>	<p>To enable children to share and articulate their knowledge and learning with confidence and accuracy.</p>	<ul style="list-style-type: none"> - Subject specific age appropriate vocabulary identified for each year group in knowledge organisers. - Proactively create opportunities to within lesson plans to promote dialogue and reasoning. 	<p>Subject leaders (no additional cost)</p>	<p>Curriculum team to review through MER cycle</p>

<p>B: Develop the online learning platform to enhance the quality of teaching and learning for pupils at home.</p> <p>Prepare DfE Chromebooks for distribution and purchase additional devices.</p>	<p>Learning in the home will reflect the same high quality curriculum and that is being taught within school.</p>	<p>To minimize gaps in learning for children who have to isolate or learn from home.</p>	<ul style="list-style-type: none"> - Set up whole school learning platform. - CPD plan for staff. - Year teams to develop platform for teaching and learning. - Monitor access and continue to refine based on feedback. 	<p>IT Network Manager and IT leader £1,600</p>	<p>Ongoing review based on feedback and MER – report to Progress Team and GB</p>
<p>D: Dedicated time to support personal development, well-being and the development of positive learning behaviours.</p>	<p>Children will demonstrate positive learning attitudes towards school and be ready to engage in learning.</p>	<p>To support the mental health and well-being of children returning to school following extended absence.</p>	<ul style="list-style-type: none"> - Year groups to identify learner needs. - Year teams to plan activities to support personal development and well-being. - COSMIC focus through PSHE. - 1 to 1 ELSA / TA provision. 	<p>Year leaders SENCo (no additional cost)</p>	<p>Through PPMs and Progress Team meetings</p>
<p>A: Programme of staff CPD to support current priorities.</p>	<p>Staff are confident about achieving individual and whole school priorities.</p>	<p>To ensure that staff are well trained leading to high quality provision for children.</p>	<ul style="list-style-type: none"> - Identify training needs - Plan staff / twilight training - MER cycle to support implementation 	<p>HT / DHT / PT £1,000</p>	<p>Review through evidence from MER cycle</p>
<p>Total budgeted cost:</p>					<p>£16,800</p>

Targeted support					
Action	Intended outcome	Rationale	Implementation	Staff lead	Review
B: Train EYFS staff to implement the Nuffield Early Language Intervention (NELI)	Children will be able to access the KS1 curriculum, especially phonics.	To develop children's oral language skills therefore decrease the likelihood of experiencing difficulty with reading.	<ul style="list-style-type: none"> - Sign up to DfE program. - Staff to attend training. - Undertake baseline assessment. - Deliver the 10 week program to identified children. - Evaluate impact. 	EYFS leader £1,000	Evaluation of results following the 10 week program to Progress Team and feedback to GB
A & B: Targeted 1 to 1 / small group tuition to close identified gaps.	Children will be able to access their age appropriate curriculum by September 2022	To provide highly focused teaching in order to accelerate learning and progress.	<ul style="list-style-type: none"> - Year leaders to use assessments to identify children for tuition. - Teacher to plan sequence of teaching to address identified gap. - Deliver the tuition sessions. - Assess progress and feedback to class teacher. 	Progress Team £8,000	PPMs evaluation of data. Appraisal cycle.
A & B: Pre and post teaching based on assessment for learning within lessons	Children are able to access learning and maintain the expected pace leading to lesson objectives being successfully achieved.	To support children who may otherwise struggle to keep up with the pace of learning.	<ul style="list-style-type: none"> - teachers to identify children who are struggling to maintain the pace in learning. - pre / post sessions to recap on key teaching points, provide additional practise to embed learning, address misconceptions. 	Progress Team £4,000	PPMs evaluation of data. Appraisal cycle
Total budgeted cost:					£13,000

Other approaches					
Action	Intended outcome	Rationale	Implementation	Staff lead	Review
E: The well-being team to support TAs in providing emotional, social and well-being support for children.	Staff will be equipped to identify gaps in children's emotional development and provide the appropriate support.	To support children to overcome anxiety and trauma as a result of Covid-19 enabling them to engage in school life and learning.	<ul style="list-style-type: none"> - Well-being team to share resources available. - Co-produce support plans. - Support TAs in the delivery and evaluation of plans. - Feedback to class teachers/SENCo.. 	ELSAs £4,000	SENCo evaluation to Progress Team Feedback to SEND governor
F: The Six Strands assessment tool will be used to identify gaps in social skills.	Children will be able to build and sustain mutually respectful relationships with peers and adults within the school community.	To support children in reintegrating into a large community environment where there are expectations of appropriate social behavior.	<ul style="list-style-type: none"> - Assess individual children / class against the six strand assessment walls. - Plan sequence of learning to address identified areas of weakness. - Track progress against the tool. 	SENCo and ELSAs (no additional cost)	SENCo evaluation to Progress Team Feedback to SEND governor
G: The COSMIC curriculum will provide enriched learning activities outside of the classroom.	Children will be able to learn through a program of outdoor physical activity which provides a breadth of experience for them to draw upon during their curriculum lessons.	To provide a broad, enriching curriculum that enables children to explore their environment as well as develop, use and apply skills beyond the classroom.	<ul style="list-style-type: none"> - All classes to access the outdoor classroom weekly - Curriculum will provide opportunities for children to manage risk and apply skills and knowledge in a range of contexts. - Assessment of impact on individuals and across the school. 	COSMIC leader (no additional cost)	Feedback to Progress Team and GB
Total budgeted cost:					£4,000