

Catch-Up Premium Plan – Wygate Park Academy

Summary information					
School	Wygate Park Academy				
Academic Year	2020-21	Total Catch-Up Premium	£19200	Number of pupils	240

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 the scale of our response must match the scale of the challenge.

The Government announced £1 billion of funding to support children and young people to catch up due to the unprecedented nature of the COVID-19 pandemic. Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from years Reception through to 11. 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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating 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 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 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
- Extensive teacher

Wider strategies

- Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

In June, the school opened fully to children in years Reception, Year 1 and Year 6, and remained open to Key Worker children in Years 3,4,5. When the School re-opened, we returned to teaching “curriculum” to those children who were with us. The key years groups who returned in full regularly had 70% attendance. The return to full curriculum allowed the school to begin to address some of the missed learning before the Summer Holidays, and a detailed hand-up analysis of these year groups was conducted – for the next teacher.

The year groups 2,3,4,5 – who were unable to return in full, Class Teachers also did an in-depth analysis of where children were when lockdown began – March 23rd, including areas covered but children had not grasped the concepts and what curriculum objectives had not been covered for that year group. This enabled the school to return in September, with good knowledge about the children coming into the new year groups, where gaps in knowledge were due to objectives not yet being covered and where gaps were due because the child had not yet understood fully. This enabled teachers to adapt planning effectively.

The School undertook a rigorous and robust baseline of assessments of all children in Years 1-6 when they returned to school, to provide more evidence on where children’s understanding from the previous year was. The school then identified children into a “tiered system”:

- Tier 1 chn who are around the level we would expect at this stage in their year group after returning to school from the Summer holiday. These chn will require “pre-teaching” methods in order to ensure they are “ready to progress” in age related learning.
- Tier 2 chn who are slightly behind where we would expect them at this stage of the year after returning to school from the Summer holiday. These chn will require some targeted group work by a Teacher or TA to be “ready to progress” in age related learning.
- Tier 3 chn who have been identified as having significant learning gaps and will require intensive 1:1 support in order to be either “back on track” at their original learning point or be “ready to progress” in terms of age-related learning. These chn will be the ones identified for the National Tutoring Programme.

Teachers then prepared action plans looking at how they could adapt the curriculum, planning, teaching methods to best support all children moving forward, and were able to identify specific gaps in knowledge for each individual child, in Reading, Writing, Maths moving forward.

See individual Action Plans/COVID Recovery plans for more details.

Other Lockdown Impacts

The Mental Wellbeing and emotional resilience of children, particularly those who have been away from school for prolonged periods. Where the majority of children have settled back into school life well, the school is aware of a few cases where the anxieties are of a concern to children and families. The school has run a robust PSHE program, responding to concerns as and when they have arisen, as well as implementing a bespoke Pastoral Service, to help children discuss and talk about their concerns with a Support worker once a week.

Planned expenditure - The headings 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>Supporting great teaching:</u> Teachers are well-prepared for the children's return and the 2 week baselining is as successful as possible, ensuring staff have a clear idea of children's needs, misconceptions and worries/anxieties.</p> <p>Teachers are able to use the baseline assessment review to analyse key findings and plan for their classes to ensure a high-quality provision is provided for all to allow gaps in learning to be closed as quickly as possible.</p> <p>Learning by Questions continues to be used as a fantastic resource (in class, intervention and at home) to allow gaps in learning to be consolidated and then closed as quickly as possible.</p> <p>Trust PLCs are able to be used to share good practice and discuss key findings during these challenging times, allowing for continuation of improved teaching delivery.</p>	<p><i>Teachers to be released from their classes for 1 day each to allow a clear and thorough analysis for all learners. £600</i></p> <p><i>Purchase Learning by Questions for four classes and ensure relevant training is delivered to staff and children ahead of further use of the product. £800</i></p> <p><i>Release two leaders to attend Trust PLCs, and then allow time to feedback to staff in CPD time. £500</i></p>	<p>Baselining activities were very successful and allowed the school to identify key areas of weakness, caused by prolonged absence or many children from school. Teacher's had already identified and handed up key areas of the curriculum which were not taught, and this armed teachers with 2 pieces of information: Areas that were weak and had been taught. Areas that had yet to be taught so could be covered within the normal teaching sequence. This allowed teachers to identify key children who would need to be focussed on through targeted 1:1 and group intervention work to address the areas raised. PPMs were carried out to discuss and prepare the intervention program for Phase 1 of the children identified needing targeted support. Flexibility in time Tables, also enabled teachers to plan and adapt teaching as required – whilst still keeping the balance of non-core learning going.</p>	CE/WD	October 2020
<p><u>Transition support</u> All children return to school in September in a settled and happy way and all transition anxieties have been dealt with accordingly.</p> <p>Children joining the school in the 2020-21 academic year as well as the EYFS new starters of 2021-22 academic year have an opportunity to become familiar with the school and confident about the school prior to joining.</p>	<p><i>Transition days were arranged for July to ensure all children and parents could meet their new teacher. No additional cost.</i></p> <p><i>As a result of open days and visits not running as usual, a Virtual Tour video will be designed and shared with all prospective families. A Teaching Assistant with expertise in technology and media will put the virtual tour together and be released from class to do so. £100</i></p>	<p>Transition sessions helped ease any fears or anxieties that children or Parents may have had before returning to school. This has resulted in the school having an attendance of 97.19% for the end of Term 1.</p>	CE	October 2020

Total budgeted cost				£2000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition and Extensive Teacher led intervention</u></p> <p>Children will be identified to receive 1:1 and small group intervention to allow them to consolidate their learning and close gaps in their learning in arithmetic, reading comprehension and discrete SPAG. The children targeted will be based on the Tier System after the baselining and on-going assessments completed since September.</p> <p>Tier 1 & Tier 2 children will also benefit from pre-learning exercises implemented by the Class Teacher and small group work at the start of a new topic, which will enable them to access the age appropriate curriculum effectively.</p>	<p>An intervention action plan has been established following on from teacher's baseline assessments and recovery action plans. A named and vetted Supply Teacher will be brought in to provide cover for class teachers to allow each year group 2 afternoons a week to target identified children.</p> <p>Phase 1 will run from 23.11.20 to 18.12.20</p> <p>Phase 2 will run from 11.01.21 to 12.02.21</p> <p>Phase 3 will run from 01.03.21 to 01.04.21</p> <p>Phase 4 will run from 26.04.21 to 28.05.21</p> <p>Cost: Phase 1 - £4107.11 (4 weeks @ £1110 per week) Cost Phase 2 - £3885.55 (5 weeks @£777.11 per week) Cost Phase 3 - £3885.55 (5 weeks @£777.11 per week) Cost Phase 4 - £3885.55 (5 weeks @£777.11 per week)</p>		CE/WD	<p>Phase 1 January</p> <p>Phase 2 February</p> <p>Phase 3 April</p> <p>Phase 4 May</p>
<p><u>Intervention programme</u></p> <p>Participation in the Reception Early Language program</p>	<p>NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and</p>		CE/WD	JULY 2021

	<p>small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p> <p>Participating schools will receive resources and will be able to access online training from the start of the spring term 2021.</p> <p>COST: Release for staff to receive training: £500</p>			
Total budgeted cost				£15763.76

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> All parents are aware of ways to support their children's learning and avenues available to improve their child's academic abilities.</p>	<p>Teachers will produce knowledge organisers that are available for parents and children to allow them a clear understanding of what is being taught and support websites/apps that can be used to improve learning. No additional cost.</p>		CE/WD	TERMLY

<p>In the result of children needing to self-isolate, paper-based home learning is available from Day 1 of the child's self-isolaton.</p> <p>Purchasing of dedicated IT equipment to support families who have no way of accessing remote learning from home in the event of a class bubble or individuals/groups of children having to self-isolate and to help parents access meetings with teachers via MS TEAMS.</p>	<p>Staff are released for an additional day to ensure all year groups have a paper-based week long home learning pack that is based around core learning, looking at addressing previous year groups learning and knowledge. Cover and resources: £250</p> <p>The School will look to purchase ipads/and or laptops to support children who need to self-isolate, access their learning remotely. The allocation of laptops for vulnerable children is not enough to cover the need within School.</p> <p>These extra devices will also be used in the dedicated 1:1 and small group intervention work, to ensure that children can access the online packages the school has purchased to further add to their intervention work.</p> <p>Total: £7500</p> <p>Cost applied from COVID funding: £1186.24</p>			
Total budgeted cost				£1436.24
				Cost paid through Covid Catch-Up £19200
				Covid Catch-Up Funding Allocation £19200
				Unspent Catch-Up Funding £0