

Wellgate Primary School

COVID Catch-up Premium Report



SUMMARY INFORMATION

Total number of pupils:	376	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£30, 080		

STRATEGY STATEMENT

Catch-up priorities

- *Ensure that every pupil's mental health is in a good place to ensure that they can be successful learners
- *Ensure that every pupil makes expected or better progress in their learning
- *Ensure that the majority of pupils pass the PSC at the end of Year 1 (and retakes in Year 2) and become competent readers
- *Ensure that the curriculum for every pupil enables and allows for the previous year's content and vocabulary to be revisited ~ This will ensure the building of previous knowledge and progressive learning (knowing more and remembering more)

Core Approaches

- *Focus on mental wellbeing on a daily basis.
- *The building of solid relationships with every pupil and all pupils building positive relationships with each other
- *Implementation of targeted academic and pastoral support for key pupils, vulnerable pupils and pupils with additional needs
- *Professional development of all adults within school so that they can deliver appropriate interventions
- *Professional development of all adults to support and deliver quality first wave teaching
- *Prioritisation of RWInc (SSP) within FS2 and KS1.

The overall aims of the Catch-up Premium Strategy:

- *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 closures
- *To ensure every pupil feels confident and successful as a person and therefore can be a confident and successful learner

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	KS1 attainment progress and achievement ~ in particular Early Reading
B	Poor communication and language skills on entry to school for the F1 and FS2 pupils
C	Further development of the wider curriculum particularly non-core subjects
D	Number of pupils attaining higher levels particular in writing.
E	Poor mental health impacting on pupil's ability to learn
F	Gaps created by Covid and no direct/wave one teaching and learning during lockdown and also during self-isolation periods

ADDITIONAL BARRIERS

External barriers:

G	Vulnerable families – families involved with outside agencies
H	Low attendance of vulnerable pupils and disadvantaged pupils
I	Providing pupils with access to technology if home learning has to take place.

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?	Staff lead	When will you review this?
<p><u>Barrier A, F, G, H</u> *English Hub Partnership incorporating RWInc *Providing all staff delivering the SSP programme with CPD</p>	<p>*85% or above of pupils in Year 1 pass the phonics screening check in June 2021 *Percentage of Year 2 and 3 pupils who take the recheck pass (omitting pupils with significant SEN needs) *Pupils are competent readers as they leave KS1</p>	<p>*Historical phonics data *Gap between school and national *Curriculum focus – Early reading</p>	<p>*6 weekly data collection for English Hub and RWInc *Working alongside the Literacy Specialist *RWInc development days</p>	SB and PN	<p>*Half termly Literacy Specialist visits *Termly through RWInc development *6 weeks Assessment Calendar *Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
<p><u>Barrier A, B, C, D, F</u> *Personalised professional development opportunities</p>	<p>*High quality teaching and learning takes place on a daily basis *Pupils make expected or better progress.</p>	<p>*Assessment data (return to school) *Learning Walks *Book scrutiny *Professional discussion *Pupil Progress meetings</p>	<p>*Cascaded to staff through PDMS. *Continued dialogue through PDMs *Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	SLT	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>

<p>Barrier E, G, H, Senior Leadership Team engage in recovery CPD and cascade to all staff through PDMS</p>	<p>*Pupils are settled *Pupils are safe and ready to learn *Pupils make progress in all areas.</p>	<p>*EEF's Covid support guide and evidence *Daily monitoring by Safeguarding Team *CPOMS *Weekly attendance *Number of children involved with outside agencies.</p>	<p>*Cascaded to staff through PDMS. *Continued dialogue through PDMs *Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT</p>	<p>*Weekly SG Meetings *Half Termly</p>
<p>Barrier A, B, C, D, F *Engagement in the Maths Mastery Programme through the South Yorkshire Maths Hub</p>	<p>*High quality teaching and learning takes place on a daily basis *Pupils make expected or better progress.</p>	<p>*Assessment data (return to school) *Learning Walks *Book scrutiny *Professional discussion *Pupil Progress meetings</p>	<p>*Cascaded to staff through PDMS. *Continued dialogue through PDMs *Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
<p>Barrier A, C, D, F *Additional Staffing ~ Y6 x 3 teachers Monday, Tuesday and Wednesday. *Assistant Head returning to school in December and deliver intervention in LKS2.</p>	<p>*Pupils make expected or better progress. *Gaps are closing for pupils and are back on track from the last key assessment point.</p>	<p>*EEF's Covid support guide and evidence *Assessment data (return to school) *Pupil Progress Meeting discussions</p>	<p>*Continued dialogue through PDMs *Monitoring of vulnerable pupils *Pupil Progress Meetings *Learning Walks</p>	<p>SLT</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
<p>Total budgeted cost:</p>					<p>11, 823</p>

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?	Staff lead	When will you review this?
<p>Barrier B *F2 – Support in the afternoon throughout the Autumn Term to deliver the Wellcomm programme</p>	<p>*Gaps in language and vocabulary will be identified and addressed *Pupils will develop their listening skills *Pupils are able to articulate their needs</p>	<p>*On entry to school data for September 2020 *Historical on-entry data evidences this as an area of concern</p>	<p>*LN and RD (Teacher and TA form FS1) to assess, implement and deliver programme through Autumn Term</p>	<p>LN SLT</p>	<p>*On going through programme *End of the intervention</p>
<p>Barrier A, C, D, F *After school small tuition groups ~ English and Maths tuition for key students in Years 3, 4, 5 and 6</p>	<p>*Pupils make expected or better progress. *Gaps are closing for pupils and are back on track from the last key assessment point</p>	<p>*EEF's Covid support guide and evidence *Assessment data (return to school) *Pupil Progress Meeting discussions</p>	<p>*Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT Classteachers</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>

<p><u>Barrier A, B, F, G, H</u> *1-1 RWInc coaching with key pupils in EYFS, KS1, Year 3 and Year 4.</p>	<p>*85% or above of pupils in Year 1 pass the phonics screening check in June 2021 *Percentage of Year 2 and 3 pupils who take the recheck pass (omitting pupils with significant SEN needs) *Pupils are competent readers as they leave KS1</p>	<p>*Historical phonics data *Gap between school and national *Curriculum focus – Early reading</p>	<p>*6 weekly data collection for English Hub and RWInc *Working alongside the Literacy Specialist *RWInc development days</p>	<p>SB and PN</p>	<p>*Half termly Literacy Specialist visits *Termly through RWInc development *6 weeks Assessment Calendar *Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
<p><u>Barrier A, C, D, F</u> *Additional adult support through HLTA's</p>	<p>*Pupils make expected or better progress. *Gaps are closing for pupils and are back on track from the last key assessment point</p>	<p>*EEF's Covid support guide and evidence *Assessment data (return to school) *Pupil Progress Meeting discussions</p>	<p>*Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT Classteachers</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
<p><u>Barrier D</u> *GDS Target groups</p>	<p>*Pupils make expected or better progress. *Gaps are closing for pupils and are back on track from the last key assessment point</p>	<p>*EEF's Covid support guide and evidence *Assessment data (return to school) *Pupil Progress Meeting discussions</p>	<p>*Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT Classteachers</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>

<p>Barrier A, D, F Pre and post teaching in Maths</p>	<p>*Pupils make expected or better progress. *Gaps are closing for pupils and are back on track from the last key assessment point</p>	<p>*EEF's Covid support guide and evidence *Assessment data (return to school) *Pupil Progress Meeting discussions</p>	<p>*Monitoring of vulnerable pupils *Pupil Progress Meetings</p>	<p>SLT Classteachers</p>	<p>*Weekly SLT Meetings *Half termly Pupil Progress Meetings *PDM weekly discussions</p>
Total budgeted cost:					11, 093

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?	Staff lead	When will you review this?
<u>Barrier E, G, H</u> *YMCA – Youth Resilience Project	*Pupils who engaged with this feel more confident, resilient and have positive growth mindset	*Funding provided for North Area Council *Support for children's own Mental Health *EEF's Covid support guide and evidence	*Work alongside organisation and support as required *Ensure pupils participate in the project	SLT and Y6 Team	*Every 6 weeks alongside YMCA
<u>Barrier E, G, H</u> *PSA – Anxiety and support groups for pupils	*Pupils who suffer with anxiety feel less anxious on a daily basis and have a number of strategies to support them with this *Pupils are confident and articulate	*Number of pupils being referred to Safeguarding Team *Referrals from outside agencies *Assessment data on return on September	*Monitor pupils – Safeguarding Team *Staff delivering will have engaged in quality CPD	Safeguarding Team	*Weekly SG Meetings *Programme runs for 6 weeks

<p>Barrier E, G, H *Ensure high quality Parent/Carer Engagement</p>	<p>*Parents/Carers are able to work with school and support the work for the best interest for their child *Parents/Carers engage with staff (whilst outside in a morning and an afternoon) to share concerns and worries *Pupils are supported from home and families work with school</p>	<p>*EEF's Covid support guide and evidence *Daily monitoring by Safeguarding Team *CPOMS *Weekly attendance *Number of children involved with outside agencies.</p>	<p>*Staff available at the start and the end of the school day to greet and speak with Parents/Carers *Home visits take place if required/appropriate *Staff follow up any queries with Parents/Carers *Year Group email allow conversations between staff and Parents/Carers *Pupil attendance</p>	<p>Safeguarding Team</p>	<p>*Daily</p>
<p>Barrier I *Providing pupils with access to technology to participate in home learning</p>	<p>*Pupils can participate in remote learning when there is a closure so the gaps don't widen</p>	<p>*Technology questionnaire *Remote Learning platform EEF Guidance</p>	<p>*Purchase platform – Seesaw *Train staff in usage *Monitoring of pupil attendance and engagement during Bubble Closure *Attendance register of digital use.</p>	<p>SLT</p>	<p>*During Bubble Closure</p>
Total budgeted cost:					7,164

ADDITIONAL INFORMATION

Additional information to support this Covid Catch-up Premium Plan

- *EEF supporting school planning
- *Internal assessment from the Autumn term
- *Used professional dialogue and feedback from staff
- *Verbal daily feedback from Parent/Carers
- *Recent Ofsted report (January 2020)
- *Attendance records
- *Best practice from across ECM Trust