

Catch-Up Premium Plan

Westways Primary School



Summary information					
School	Westways Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£46,800	Number of pupils	619
		Total Spent (November 2021)	£50,678.59		
		*£3,878.59 overspend to be taken from National Tutoring Programme funding stream (school-led tutoring)			

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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

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.

EEF Recommendations

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 parent and carers
- Access to technology
- Summer support

Planned expenditure

[The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools]

Teaching and whole-school strategies

Chosen approach and anticipated cost	Desired outcome	Review	Impact (once reviewed)
<u>Supporting great teaching</u>			
Outdoor equipment (e.g. scooters) for pupils in Early Years. (£399.92)	To help increase outdoor play and increase opportunities for pupils to interact as well as establish rules/boundaries (particularly sharing).	Feb 21	Resources have supported a focus on gross motor skills and an enhancement of the PSHE element of the curriculum (e.g. collaborative play with others).
Additional small world resources for Reception pupils. (£457.73)	To further enhance classroom environments and to enable greater speaking and listening opportunities; as well as this, it will create learning opportunities around sharing and cooperating.	Feb 21	Additional resources have helped with developing speaking and listening skills (e.g. story telling; forming sentences).
Read Write Inc. interactive phonics session (including CPD unit for staff) (£1,900)	To help ensure quality resources for teaching and learning of phonics.	Jul 21	High quality training for new staff to Read Write Inc. in the absence of face-to-face development. In addition, continuous CPD for staff to refresh and/or enhance skills.
<u>Pupil assessment and feedback</u>			
CPG English Grammar Books for all pupils in Years 1 to 5. (£1,666)	Books will be used to further strengthen school and home learning links – pupils will use set tasks to further embed English Grammar learning from lessons.	Feb 21	Pupils in Years 1 to 5 utilising resource in Autumn term by setting regular home learning tasks linked to learning in lessons.
Additional reading books (RWI) (£356)	Books to support the lower end pupils in Key Stage 1 who would have normally moved on by the 2020 summer term.	Feb 21	Resources helped to fill gaps of Reception, Year 1 and Year 2 children – with more 'stuck' on the same levels within groups, more books were necessary to enable progression.
Additional reading books from Oxford University Press for Years 3 and 4 (£730)	For the lowest 20% Year 3 and 4 pupils who need additional support in transitioning from KS1.	Jul 21	Increased fluency for lowest 20% and enabled some to reintegrate back into whole class Reciprocal Reading sessions.
SEND Reading books (£114)	For pupils, mainly in Key Stage 2, who would benefit from more targeted reading material.	Feb 21	Books aimed at certain SEND pupils with older children's interests but lower reading ability. Engagement has been high which has boosted self-esteem from reading more appropriate books.

White Rose Maths Workbooks	(£820)	Workbooks are a printed version of the premium worksheets and will be a resource for staff to use when supporting identified pupils in small group maths sessions.	Jul 21	Following pupil progress meetings in Key Stages 1 and 2, the workbooks have been successful in supporting identified pupils in pre and/or post teach sessions led by either TAs or class teachers. As the school uses White Rose as the basis of its maths curriculum, the tasks within the books are always relevant and of a similar nature those in class, which had helped children consolidate their learning.
CPG Books for targeted pupils in Year 5/6	(£100)	Books used as a resource to support small group interventions with identified pupils (including SEN and PP) who have fallen behind in English (reading, handwriting and grammar) and maths.	Sept 21	Experienced TA led a group of mostly vulnerable pupils who have fallen behind. Sessions that use the books include weekly maths workouts, reading comprehension and handwriting interventions. Maths resources enabled pupils to consolidate learning as well as access a wider range of reasoning questions. Pupils also made good progress in reading, evident through children moving up book bands.
CPG Books for pupils in Key Stages 1 and 2	(£960.45)	English and maths books for Years 5 and 6 will be used to further strengthen school and home learning links. Maths interventions in Years 3 and 4 use the books to help target and support the lowest 20%. English (comprehension and grammar) books to be used to support home learning for Years 1 and 2.	Nov 21	Pupils in Years 5 and 6 use set tasks to further embed weekly learning from English and maths lessons. Resources within maths books in Years 3 and 4, and English books in Years 1 and 2, help to consolidate the learning that takes place in class.
<u>Transition support</u>				
Virtual tour video	(£150)	Video to be used on website to ease anxiety for children returning to school as well as used as a snapshot of Westways for prospective parents who are unable to visit the school in the autumn term.	Feb 21	Video available on home page of the school website and pinned to the top of the school's Twitter profile. It has proven a useful tool for prospective parents of Westways particularly due to limiting the number of visitors on the school site.
Total spent		£7,654.10		

Targeted approaches

Chosen approach and anticipated cost	Desired outcome	Review	Impact (once reviewed)
<u>One to one and small group tuition</u>			
x2 ½ day supply teacher for Key Stage 1 to cover Higher Level Teaching Assistant who can then support Year 2 pupils (£1,037.10 for autumn term)	Higher Level Teaching Assistant used to provide precision tuition (x3 sessions per week) to identified Year 2 pupils as well as additional Read Write Inc. 'hot spotting' sessions.	Dec 20	There has been a focus on writing for Year 2 pupils, including story structure, the use of language and sentence conventions.
Extra hours for x1 TAs and x1 HLTA for Year 3 pupils (£179.64 for autumn term)	TA to x2 Year 3 class and HLTA to support x1 Year 3 class, focusing on phonics/reading with identified pupils.	Dec 20	Focus has been class specific (sentence level work; maths; phonics) and identified children were making progress in autumn term. Due spring lockdown, increase offer to one afternoon per class per staff member (see below).
Extra hours for x1 TA (x2 afternoons – all PM Thurs and extra hour Fri) and x1 HLTA (x1 afternoon) for Year 3 pupils (£588.28 for summer term)	TA to x2 Year 3 class and HLTA to support x1 Year 3 class, focusing on English/maths for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Jul 21	TA worked with WTS pupils on sentence level tasks, allowing them to embed and apply prior learning and subsequently produce quality pieces of independent writing. HLTA support WTS pupils to consolidate maths learning, ensuring misconceptions were addressed and pupils could access age related materials in class and boosted confidence.
x2 ½ day supply teacher for 1:1 tuition across Year 4 (£920 for autumn term)	1:1/small group tuition for English/maths for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Dec 20	Focus was on maths in these sessions and has allowed pupils to embed learning from lessons (gap filling) and impact on progress. Due to spring lockdown, increase offer to one afternoon per class (see below).
x3 ½ day supply teacher for 1:1 tuition across Year 4 (£3,795 for summer term)	1:1/small group tuition (x1 afternoon per class) for English/maths for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Jul 21	Teacher focused on pre-teach activities with WTS mathematicians to boost confidence – pupils then showed increased engagement and performance with age related materials content in class.
Tutor for Year 5 pupils (6 hours per week over x2 days) (£900 for autumn term)	Year 5 identified as a vulnerable year group. 1:1/small group maths tuition for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium). Tutor	Dec 20	Engagement from pupils has been high – tutor has built good relationships with pupils and is being reflected in progress. Teachers also report on its impact, commenting on increased pupil

	to communicate regularly with teachers to ensure support is precise.		confidence. Due to spring lockdown, increase offer to one afternoon per class (see below).
Tutor for Year 5 pupils (9 hours per week over x3 days) (£2,700 for summer term)	1:1/small group maths and/or English tuition for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Jul 21	Supported pupils identified at risk of not making sufficient progress across the key stage. Focus was on gap filling prior learning to help meet age-related expectations – excellent pupil progress made, particularly in arithmetic.
Woodland Skills sessions for Year 6 pupil (£890)	To support with complex social, emotional and mental health needs, identified pupil to attend Rivelin Woodland Skills twice a week	Jul 21	Sessions proved a great success, with the pupils' confidence increasing greatly in the build up to transitioning into secondary school. Sessions provided a range of bush craft and woodland skills, which helped, develop a range of practical and social skills, building up their knowledge and enjoyment around nature.
Extra ¾ hour per week for x1 TA to lead Mighty Minds sessions with Year 3 pupils (£564.19)	Intervention will support identified pupils to build their self-esteem.	Jul 21	Successfully boosted the social and emotional wellbeing of the identified pupils who had had adverse experiences during the pandemic and spring lockdown.
Tutor for Year 6 pupils (9 hours per week over x3 days) (£2,700 for autumn 2021 term)	1:1/small group maths and/or English tuition for pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Nov 21	Sessions quickly and effectively plug gaps in pupils' learning and supports them in making good progress in maths. In addition, pupils are more confident when accessing class learning, impacting on the pace in lessons and overall pupil experience.
x4 day supply teacher to lead on small group interventions and nurture for vulnerable pupils across Key Stage 2 (£11,760 for autumn 2021 term –*£3,878.59 overspend to be taken from National Tutoring Programme funding stream (school-led tutoring))	Small group maths and English tuition to support children working significantly below age related expectation and those who are new to the country.	Nov 21	This approach has been extremely successful in equipping pupils with the foundations of English and maths. As well as this, pupils feel confident to take risks in their learning and are well supported to make good progress.
<u>Intervention programme</u>			
EAL catch-up reading training for x2 support staff (£190)	To support identified EAL children with reading.	Jul 21	Staff worked to support pupils with language development upon returning to school following lockdown – this boosted

Clicker 8	(£900)	Computer program that provides SEND pupils with support and challenge with regards to writing.	Jul 21	the confidence and progress of these pupils from there varied starting points. Pupils are more confident tackling writing tasks independently in class, utilising the various supporting features within the program – this helps remove some barriers pupils have to writing, meaning they can better showcase their work.
Nessy Reading and Spelling (inc. Nessy Fingers) – 50 licenses	(£1,092.50)	Computer program to further support pupils with dyslexic tendencies and SEND pupils with reading/phonics.	Nov 21	Nessy supports the lowest 20% across Key Stages 1 and 2 with reading/phonics, including those pupils who are new to English. Nessy Fingers helping identified pupils to improve their typing ability and therefore make more effective use of electronic devices.
Time to Talk	(£51)	Speech and language programme for Reception pupils to develop oral and social interaction skills.	Jul 21	Developed communication skills for identified pupils in Reception during the summer term, preparing them for the transition into Key Stage 1.
School swimming (2 blocks)	(£5,300)	Enable all pupils in 2020/21 Year 4 cohort to show progress in swimming and not be hindered by lost learning due to the pandemic.	Nov 21	Pupils now in Year 5 (2021/22) will be able to swim competently, confidently and proficiently at the end of their block of swimming lessons.
<u>Extended school time</u>				
x6 Year 6 Staff (x1 TA, x1 HLTA and x4 teachers) for after school Catch-up Sessions (1 hour extra per staff member, per week)	(£1,716.46 for autumn term)	x6 weekly, 1 hour after school sessions offered by teachers/TAs to pupils who are in need of 'catching-up'.	Dec 20	Progress made by pupils shown in autumn 2 assessments but spring lockdown will have slowed this progress significantly. Boosters to continue (see below) to ensure pupils are ready for KS3.
x6 Year 6 Staff (x1 TA, x1 HLTA and x4 teachers) for after school Catch-up Sessions (1 hour extra per staff member, per week)	(£2,243.93 for summer term)	x6 weekly, 1 hour after school secondary ready sessions offered by teachers/TAs to pupils identified to have fallen behind (and suffered the most) during lockdown (including pupil premium).	Jul 21	Pupils showed good progress in end of year assessments, illustrating their readiness for the Key Stage 3 curriculum. [Nov 21] Main secondary feeder has fed back on the positive transition our pupils have made this academic year and how well prepared they are.
Extra hour per week for x1 TA for additional Year 1 Read Write Inc. sessions	(£70.20 for summer term)	Small groups of pupils in Year 1 and 2 identified to have fallen behind (and suffered the most) during lockdown (including pupil premium and	Jul 21	Helped to accelerate progress in phonics for these pupils, who were then able to

lowest 20%) invited to attend before school Read Write Inc. gap filling and blending sessions.

access higher level reading books more rapidly.

Total spent

£37,598.30

Wider Strategies

Chosen approach and anticipated cost	Desired outcome	Review	Impact (once reviewed)
<u>Supporting parents and carers</u>			
School Cloud online software for parents evenings (£678)	Software will allow school to conduct a more streamlined virtual parent/carers evenings. Parents/carers will book their own appointments and reduce the administration burden on teachers seen in the autumn term.	Mar 21	80% of parents/carers booked and attended virtual meetings via School Cloud. The vast majority of feedback from parents/carers and teachers was positive – slight tweaks could be made and school will look to implement these in the autumn term to enhance the experience.
<u>Access to technology</u>			
Salamander Integration Suite (£1,399)	Software to run alongside school's information system to aid the management of Gmail accounts for pupils.	Mar 21	Enabled school to directly use information from SIMs to create individual Gmail login for pupils so that they can access Google Classroom and receive a more personalised approach to online home learning. [Installed in Feb 21]
x50 Headphones (£71.69)	To enable pupils to access Nessy computer program on devices whilst in class.	Jul 21	For impact, see Nessy in 'Targeted approaches', 'Intervention programme'.
x5 iPads for Early Years teaching staff (£1,287.50)	iPads to replace defunct devices – these enable staff in Early Years to make observations via Tapestry.	Nov 21	Enables staff to make efficient and effective assessments in class to support pupils as well as additional communication to parents/carers.
Promethean ActivPanel for Key Stage 1 library (£1,990)	To enable the effective teaching of additional groups of pupils in Key Stage 1.	Nov 21	Staff are well equipped to teach small group interventions, including Read Write Inc., in Key Stage 1.
Total cost	£5,426.19		