

Covid-19 Catch-up Premium Plan 2020 – 2021

Wigan St. Andrew's CE Primary School, Wigan

Summary Information					
School: Wigan St. Andrew's CE Primary School					
Academic Year:	2020 – 2021	Total Catch-up Premium	£16,320	Number of Pupils	204
Guidance					
<p>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 Year 11. As the catch-up premium is designed to mitigate the effects of the unique disruption caused by COVID-19, the grant will only be available for the 2021-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>					
Use of funds			EEF Recommendations		
<p>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 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 ways.</p>			<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ▪ Supporting great teaching ▪ Pupil assessment and feedback ▪ Supporting Remote Learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ▪ One to one and small group tuition ▪ Intervention programmes ▪ Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> ▪ Supporting pupils' social, emotional and behavioural needs ▪ Supporting parents and carers ▪ Access to technology 		

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of knowledge and skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' in those areas of maths taught during the summer term. Recall of basic skills has suffered – children are not as fluent and quick to recall mathematical facts and times tables and have forgotten once taught calculation strategies. This is reflected in teacher assessments and observations. However, teachers report that with recapping of previous learning built into teaching, pupils are quick to remember and recall previous knowledge and skills and consequently they are quick to move on. There are greater gaps in those topic areas which would have been covered during the Summer Term 2020.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Speaking and listening skills have been underdeveloped during lockdown and teacher observations show that pupils are reluctant speakers and quality, understanding and use of vocabulary has slowed. The listening skills of the children have also reduce in quality.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children less fluent in their reading and the gap between those children that read widely and those who don't has increased. 23% of children who started Y3 in 2021 did not pass the KS1 Phonics screening test. A lot of input had to be done with the current Y2 cohort to ensure full coverage off the phonics. Without the lockdown more of the children would have passed the phonics screening check.
All other Subjects	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access previous knowledge when gaining new knowledge and they are less likely to be able to make the connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g trips, visitors in school and 'wow' moments to embed knowledge.

Rationale: Following the lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Wigan St. Andrew's CE Primary School, in order to utilise this additional funding in the best way possible, we have considered closely the research and advice put forward by the EEF and used assessments of both the children's academic and personal needs to inform how we will use the funding. Below is an outline of our intentional spend and a reason for each decision.

Planned Expenditure – the headings below are grouped into the categories outlined in the Educational Endowment Foundation’s Coronavirus Support Guide for schools.

Teaching and Whole School Strategies

EEF Recommended Strategy	EEF Rationale	Implementation and Actions	Cost	Anticipated Impact
Supporting Great Teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge of their pupils, positively impact upon learning.	<p>CPD informed through research:</p> <ul style="list-style-type: none"> • Sharing of research to inform our practice e.g. ‘Adapting the curriculum for remote learning’/OFSTED’s ‘What’s working well in remote learning?’/EFF Guide to support school planning/Rapid evidence assessment – Distance Learning EEF etc. • Teacher’s Performance Management Targets focus on the development of Remote Learning teaching. • CPD for staff in the development of using the blog to provide remote learning led by school specialists. • PPA planned so that teachers can plan effectively, developing resources and skills. • Planning in greater detail to ensure prior required knowledge is established alongside new learning. • Planning links in learning so that opportunities are not 	<p>Staff meeting time for CPD.</p> <p>Allocated through budget.</p> <p>Additional planning time used through budget.</p> <p>CPD from John at Creative Blogs</p> <p>£1000 Support for Project Manager to provide training to staff.</p> <p>£200 To purchase vimeo, Flickr and google drive to support online teaching</p>	<p>Knowledge gaps identified and planning adapted to address gaps. This will ensure that pupils’ attainment across the National Curriculum is maintained and pupils attain in line with National expectations.</p> <p>A more in depth training on the blog and support for class teachers to provide a good quality of remote learning.</p>

		<p>missed eg. Updated resources on White Rose Maths.</p> <ul style="list-style-type: none"> Source virtual training opportunities e.g. National College etc. 		
Teaching, Assessment and Feedback	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<ul style="list-style-type: none"> Use of quizzes for quick assessment. Revisit assessment cycle and formal assessment and tracking materials to identify gaps in learning. <p>Purchase spelling programme for children to access at home to widen the sounds for spelling. Purchase new reading assessment to confidently judge where each child is with their skills and knowledge.</p>	<p>NFER/PUMA tests for assessment £2000</p>	<p>Ensuring effective feedback is given to pupils to enable them to identify their next steps.</p> <p>Using and analysing assessment to identify gaps and inform future planning and highlight children who require further support.</p>
Supporting Remote Learning	<p>Focusing on high quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combine with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p>	<p>CPD informed through research:</p> <ul style="list-style-type: none"> Sharing a research to inform our practice e.g. 'Adapting the curriculum for remote learning'/OFSTED's 'What's working well in remote learning?'/EEF Guide to support school planning. Discussion and development of teaching pedagogy approaches – what works well for our school. <p>Support for disadvantaged pupils in accessing technology:</p> <ul style="list-style-type: none"> Audit the use of and access to technology at home. 	<p>Devices funded through DFE</p> <p>ICT Technician supported through school budget.</p> <p>Purchase White Rose Maths premium access £100</p>	<p>To ensure home learning is accessible and easy for parents and carers to understand in order to support the children.</p>

	<p>Teaching quality is more important than how lessons are delivered.</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils.</p> <p>Supporting pupils to work independently can improve learning outcomes.</p> <p>Different approaches to remote learning suit different tasks and types of content.</p>	<ul style="list-style-type: none"> Ongoing support for children who have to work from home. <p>Purchase more access for uploading videos and pictures for the website.</p>		
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2. Targeted Approaches				
EEF Recommended Strategy	EEF Rationale	Implementation and Actions	Cost	Anticipated Impact
One to one and small group tuition	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of COVID-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small</p>	<p>Maths and English leads to provide additional small group tutoring based on identified gaps in learning:</p> <ul style="list-style-type: none"> Tuition groups and 1:1 tuition to be formed for after school/before school tutoring in conjunction with parents. Deputy Head to provide 'keep up' tuition for identified pupils 	<p>Catch-up funding</p> <p>£6000</p> <p>Other supported through school budget</p>	<p>Providing extra small group or 1 to 1 support on top of in school support to ensure any gaps are closed.</p>

	group tuition as a catch up strategy.’ Providing additional out-of-class support after lessons can help to close the gaps and/or deepen understanding. It may again be useful to look back at previous years’ steps to support this.			
Intervention Programmes	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be	<p>Our current support staff lead interventions as follows:</p> <ul style="list-style-type: none"> • Phonics burst • Idl • Daily 1:1 reading with targeted pupils. • Talking tables • Nessy <p>Our current support staff should continue with these interventions, under the guidance and planning of class teachers, who carefully target the interventions.</p> <p>Purchase targeted resources to stimulate language development and reading development.</p>	Resources £1400	<p>By providing intervention for identified children, all gaps will begin to close.</p> <p>Communication skills in KS1 and YR will be improved.</p> <p>Areas of EYFS that highlight issues will be addressed.</p>

	necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.			
Planning for pupils with SEND	Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils	Teachers and support staff: <ul style="list-style-type: none"> • To review individual needs of pupils. • Up-date planning for individual SEND pupils, to ensure that new learning is well matched to ability, especially on return after a period of school closure and during periods of remote learning. • Provide additional resources to enable individual pupils to be self-supporting and develop independent, self-management skills (resources to be identified) • Within pupil progress meetings and SEND reviews, identify targets, provision and strategies and review progress made. 	Funded through school budget	Providing personalised support and interventions to support these children via home learning and in school.

	will need teachers and teaching assistants to scaffold self-regulation, to support them in organising equipment, their time and remembering routines.			
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3. Wider Approaches				
EEF Recommended Strategy	EEF Rationale	Implementation and Actions	Cost	Anticipated Impact
Supporting pupils' social, emotional and behavioural needs	A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.	<p>Teachers involved in planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm for returning to school in September 2020, including:</p> <ul style="list-style-type: none"> • Whole school transition project focussing on the book: 'Here we Are' by Oliver Jeffers • Well-being toolkit resources available for all staff to use their pupils, provided by our SENCO. These can be used to enhance classroom environments e.g. calming spaces, visual clues e.g. feelings vocab, self-regulation posters, calm down kits. • Ongoing CPD and support for staff from wellbeing leader 	<p>Purchase Book £100</p> <p>Staff Meetings</p> <p>Release time</p> <p>All funded through School Budget</p>	<p>Pupils are supported through in class resources to manage their own feelings so can most things can be dealt with instantly.</p> <p>Support from Nurture Room Manager for children who require this to help them to deal with any issues.</p> <p>This will support their access to the curriculum.</p>

		<p>ensures staff have support to embed changes in their practice.</p> <ul style="list-style-type: none"> • Bookelts provided to send home for any children feeling anxious about their return to school. • Training and development for staff in the RSHE curriculum. • Subject Leaders to identify links across the curriculum and develop progression plans for Health and Education. 		
Access to Technology	Pupils' access to technology has been an important factor affecting whether they can learn from home. As pupils return to school, technology could also be valuable; for example, by facilitating access to online tuition or support.	Purchase new ipads for on-site learning and to be loaned as and when needed.	<p>£6053</p> <p>Part funded through school budget</p>	<p>Using the school blog to provide remote learning has been successful.</p> <p>Pupils can access the school blog at home.</p>
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice	Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however; teachers will respond within their working day.	<p>All staff providing support.</p> <p>Funded through school budget</p>	

	<p>about effective strategies for reading with children.</p>	<p>In addition to offering pupil SEMH support, parents will also be offered support. Pastoral team will remain in close advice/signposting as/when needed.</p> <p>The school staff will liaise with vulnerable families regarding access to FSMs provision (application process, vouchers, meal boxes, access to devices for remote learning etc</p> <p>Pastoral will support parents with heightened anxiety/emotional need. All staff will ensure we invest in strong relationships with parents.</p> <p>The team will maintain strong links between school and home in the monitoring of attendance and following up any families who do not engage.</p> <p>During lockdowns – parents supported with printed materials for support at home.</p>	<p>Increased cost in printing</p>	
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