



**Wansbeck Primary School
Catch Up Plan 2020-2021**

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Wansbeck Primary School based on eligible pupils is £16,600.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify:

- The disadvantaged attainment gap widens**
- Assessment of lost learning is crucial**
- Targeted support in addition to wider school initiatives are required**
- Absence rates upon return are crucial**

Effective home learning programmes have been found to mitigate the impact. HCAT provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

Catch Up strategy statement (primary)

| 1. Summary information | | | | |
|------------------------|-------------------------|-----------------------|---------|--|
| School | Wansbeck Primary School | | | |
| Academic Year | 2020-21 | Total catch up budget | £16,600 | |
| Total number of pupils | 242 | | | |

Identified Vulnerable groups for gaps in skills and knowledge upon return in September 2020

| Vulnerable group | Year | Number | Rationale for vulnerability |
|-----------------------------------|------|--|--|
| Persistent Absentee (below 90%) | Y6 | 2/27 = 7% | Foundation Stage and KS1 are more vulnerable due to the lower attendnace from September to March along with them missing school from March onwards. Much of this absence was due to two severe flu type bugs that went through the school one in early Ovember and one in January. |
| | Y5 | 2/32 = 6% | |
| | Y4 | 0/31 = 0% | |
| | Y3 | 2/29 = 7% | |
| | Y2 | 5/30 = 17% | |
| | Y1 | 4/38 = 11% | |
| | F2 | Not all in F1 | |
| Non engagement through lockdown % | Y6 | 6/27 | To identify children who have not engaged with any learning and assess quickly their gaps. |
| | Y5 | 7/32 | |
| | Y4 | 4/31 | |
| | Y3 | 6/29 | |
| | Y2 | 10/30 | |
| | Y1 | 12/38 | |
| | F2 | | |
| Disadvantaged | Y6 | 16/27 = 59% | High levels of disadvantage across all year groups. Research suggest that the children who will be affected greater by lockdown are disadvantaged children. The gap between disadvantaged and non disadvantage children could get wider. Catch up needs to have a focus on this alongside pupil preimum spend. |
| | Y5 | 16/32 = 50% | |
| | Y4 | 18/31 = 58% | |
| | Y3 | 14/29 = 48% | |
| | Y2 | 17/30 = 56% | |
| | Y1 | 21/38 = 55% | |
| | F2 | 14/35 = 40% | |
| SEN | Y6 | SEN Support 4/27= 14% EHCP 0/27 = 0% | 44/222 = 20% pf the schools population are SEN with 7% of the population having and EHCP. This adds extra vulnerability to the children. Spend alongside SEN funding needs to take account of the fifth of the population who are SEN. |
| | Y5 | SEN Support 7/32 =22% EHCP = 3/32 = 13% | |
| | Y4 | SEN Support 2/31 = 6% EHCP 4/31 = 13% | |

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|--|------|--|-----------|-----------|--|
| | Y3 | SEN Support 4/29= 14% EHCP 3/29 = 10% | | | |
| | Y2 | SEN Support 6/30 =20% EHCP = 0/30 = 0% | | | |
| | Y1 | SEN Support 5/38 =13% EHCP 2/38 = 5% | | | |
| | F2 | SEN Support 1/35 = 3% EHCP 3/35 = 9% | | | |
| LAC/ CP | Y6 | LAC - 3 children CP Plan - 3 children CIN - 5 children | | | Identifying LAC and social care children to ensure targeted support for catch up and laptop scheme is targeted in the right areas. |
| | Y5 | | | | |
| | Y4 | | | | |
| | Y3 | | | | |
| | Y2 | | | | |
| | Y1 | | | | |
| | F2 | | | | |
| Prior low attainment (Not SEN/ but WT) | Year | Maths | Reading | Writing | Looking at prior attainment helps us identify the year groups to target with the higher amounts of lower prior attainment. Year 5 and 6 are priority year groups due to them being closer to leaving primary school and less time to catch up to make them secondary ready. Year 3 are another priority year group due to the highest levels of lower prior attainment and no Year 2 SATS to check in on progress. |
| | Y6 | 9/27=33% | 9/27=33% | 12/27=44% | |
| | Y5 | 12/32=38% | 13/32=41% | 15/32=47% | |
| | Y4 | 9/31=29% | 7/31=26% | 12/31=39% | |
| | Y3 | 14/29=48% | 14/29=48% | 14/29=48% | |
| | Y2 | 13/30=43% | 13/30=43% | 13/30=43% | |
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| 2. Barriers to catch up (attainment) | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | |
| A. | Children now in Year 1 did not complete their education in EYFS and are still working on ELGs | |
| B. | Children will need to catch up with reading after limited access to quality texts during lockdown and exposed to the skills of reading | |
| C. | FS and KS1 identified as having a high number of pupils with speech, language and communication difficulties | |
| D. | Prior lower attainment | |
| E. | High percentage of SEN population across the school but particularly in Year 5 | |
| External barriers (issues which also require action outside school) | | |
| F. | Attendance and Punctuality | |
| 3. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| A. | Children now in Year 1 did not complete their education in EYFS and are still working on ELGs | Children are able to sit for 15 minutes during circle times and adult led sessions. |
| B. | Children will need to catch up with reading after limited access to quality texts during lockdown and exposed to the skills of reading | Increase of children at ARE and GD in Reading and children are catching up |

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| C. | FS and KS1 identified as having a high number of pupils with speech, language and communication difficulties | Year One children work together during CP and develop their social skills. Speech and language sessions develop children communication |
| D. | Prior lower attainment | More children who were lower attainers are working at ARE by the end of the year. |
| E. | High percentage of SEN population across the school but particularly in Year 5 | Children within the SEN population have the provision required to catch up and their needs are met. |
| F. | Attendance and Punctuality | Attendance % matches or exceeds national Internal records indicate that punctuality is improving |
| | | |

| Planned expenditure | | | | | | | | |
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| Academic year | 2020 - 2021 | | | | | | | |
| The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. | 2. Quality of teaching for all (Quality First Teaching) WAVE 1 | | | | | | | |
| Desired outcome | Chosen action / approach | EEF Research link | Implementation date | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Costings | Staff lead | When will you review implementation? |
| Year One children to be able to access continuous provision and outdoor learning. | <ul style="list-style-type: none"> - Resources purchased for staff to be able to set up CP activities to bridge the gap between FS and Yr. 1. - Two smaller class sizes (19 children) to offer more targeted support - Extra TA hours with a focus on reading | | From September | Children in Early years during lockdown are still working on ELGs in the Autumn term. | Observations during these sessions | Resources £2000 TA £3000 | PR | Half termly |
| Children will need to catch up with reading after limited access to quality texts during lockdown and exposed to the skills of reading | <ul style="list-style-type: none"> - Catch up whole class reading programmes made for the whole school for Autumn 1 - Purchase of quality texts to support an extra guided reading session in every year group for every day to develop fluency - Reading Recovery TA to work in Year 5 mornings and Year 1 in afternoons - 3 afternoons per week teacher TA to work in Y6 catch up reading and maths - Extra TA support in Year 2 for SWOT reading - FS and KS1 every child heard read every day - KS2 Children heard read at least twice a week Lower attainers 3 x a week and SEN daily. | | From September | Children reading had dipped on return to school specifically in word reading and fluency The high percentage of lower attainers to catch up | Observations in lessons Analysis of reading journals Analysis of development through the book bands | Resources £1000 Extra staffing to support £5,000 | SW | Half termly |
| FS and KS1 identified as having a high number of pupils with speech, language and communication difficulties | <ul style="list-style-type: none"> - Foundation Stage to have smaller groups so that the teacher can focus on less children during adult led sessions. - There are more adults to supervise and be part of child initiated learning. - KS1 and FS have specific speech and language leads based in the year groups - School will take part in the Nuffield Early Language Intervention | | September | Staff in Foundation Stage identified that the children are struggling to self regulate and are showing low levels of disruption. Lower levels of speech and language and communication across Foundation Stage and KS1 | CPD for staff Observations of speech and language within the continuous provision and direct teaching | £1000 | PR | End of Autumn 2 |
| Prior lower attainment | <ul style="list-style-type: none"> - QFT to identify gaps in learning so teaching can be targeted in the key areas of Reading, Writing and maths - Optional tests purchased to analyse gaps | | Autumn | Staff need to be able to analyse where the gaps are to be able to teach the gaps. | Observation, Book scrutiny's focused on LA pupils | £500 | SB | End of Autumn 2 |

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| High percentage of SEN population across the school but particularly in Year 5 | <ul style="list-style-type: none"> - New base for Burrow provision to meet the needs of the SEN cohort across the school - Specific curriculum to meet the needs of the children - Daily reading - Outdoor provision to be developed to target Year 2 children who are not ready for national curriculum expectations | | From September | Children are not able to access mainstream classroom due to cognitive ability or specific emotional and social reasons | Observations during these sessions | £2000 | VH | Half termly |
| Attendance and Punctuality | <ul style="list-style-type: none"> - Attendance to be closely monitored and incentive prizes to look at how children return to school | | Frome September | Attendance at the school has been stubbornly below national PA has improved but in light of the crisis could decline again | Monitoring of attendance | £500 | SB | Weekly |
| 3. | 4. Targeted support WAVE 2 / 3 | | | | | | | 5. |
| Desired outcome | Chosen action/approach | | | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | | Staff lead | When will you review implementation? |
| Pupils in identified vulnerable groups rapidly recover lost gains in learning through lockdown | Teacher targeted support in reading (including phonics), 1:1 tuition for non disadvantaged pupils Teacher targeted support in maths 1:1 tuition for non disadvantaged pupils (Disadvantaged from pupil premium budget) | | November - After School. | Identified vulnerable groups are more likely to require additional support outside of lesson time | Observation Analysing progress and outcomes | £1600 | SB | Half termly monitoring |
| | 3. Other approaches | | | | | | | 6. |
| Desired outcome | Chosen action/approach | | | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | | Staff lead | When will you review implementation? |
| Total budgeted cost | | | £16,600 | | | | | |

