



**Wheeler Primary School
Catch Up Plan and Spend 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 Wheeler Primary School based on eligible pupils is £35,680.

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 (Wheeler Primary)

1. Summary information				
School	Wheeler Primary School			
Academic Year	2020-21	Total catch up budget	£35,680	
Total number of pupils	446			

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

Vulnerable Group	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	Comments
Persistent Absentee	-	Not all in F1	5	6	3	3	3	2	Foundation Stage and KS1 are more vulnerable due to the lower attendance from September to March along with them missing school from March onwards. attendance of F2 to Year 2 make the gaps in learning greater for these cohorts.
Non engagement through lockdown	4	5	3	4	4	5	5	1	To identify children who have not engaged with any learning and assess quickly their gaps.
Disadvantaged	12	10	10	15	15	15	25	25	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 premium spend.
SEND	3	13	12	15	6	14	14	11	85/446 = 19% pf the schools population are SEN including those with EHCPs . This adds extra vulnerability to the children. Spend alongside SEN funding needs to take account of the fifth of the population who are SEN.
LAC/CP	LAC x2 CIN X7 CPx2								Identifying LAC and social care children to ensure targeted support for catch up and laptop scheme is targeted in the right areas.
EAL	18	30	28	28	28	26	26	26	High percentages of EAL across the school with just over 50% of the school population having EAL
Prior low attainment	20	35	29	17	18	17	18	13	Using 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. EYFS and Y1 also a priority due to the highest levels of lower prior attainment due to the time missed having high impact on this age group

2. Barriers to catch up (attainment)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A. Issues with attendance and punctuality	
B.	B. Prior underachievement. Identified as not on track to meet EOY targets at mid-point 2019-20 and/or under attaining at end of last key stage	
C.	C. High numbers of ACES and children identified as being vulnerable groups	
D.	High % of speech and language need across KS1/KS	
E.	Children across the school have a large language deficit - widest in FS/KS1	
External barriers (<i>issues which also require action outside school</i>)		
E.	High number of EAL pupils who may have delay in English and CLL EYFS/KS1. Often limited or no spoken English in the family home	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Increase the % of children meeting are related expectations in reading	Children fluency improved – accessing ARE texts Increase of children at ARE and GD in Reading Gaps are closing between groups Gap reduced between school and national
2.	Reduce the language deficit for pupils – focus EAL/EYFS	Children increased confidence in spoken language – increased % working at ARE in CL Increased confidence in spoken English - Able to communicate and access the curriculum with ease and confidence
3.	Increase attendance and reduce the amount of PA children	Attendance % matches or exceeds national Internal records indicate that attendance and punctuality is improving
4.	Increase the % of children meeting are related expectations in reading, writing and maths	Increase of children at ARE and GD in W,R,M Gaps are closing between groups Gap reduced between school and national
5.	Pupils with SEND make rapid progress from their starting points	Children within the SEN population have the provision required to catch up and their needs are met.
6.	Pupils in identified vulnerable groups rapidly recover lost gains in learning through lockdown	Reduction in gaps between vulnerable and non vulnerable groups

Planned expenditure								
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?
To increase the % of meeting are related expectations in reading	<ul style="list-style-type: none"> - Teachers to use the phonics guidance written by the Trust in Years 1, 2 and 3. Aim of phase one catch up - develop essential listening skills and 'tune in' to sounds. (10/20 mins) Years 1 & 2 sessions - identifying the phoneme, segmenting and blending with the phoneme and reading a caption/short sentences with the phoneme (do not play games/write/recap over other sounds) Focus on one phoneme to secure pupil knowledge. (20 mins) This catch-up programme to also be delivered to identified pupils in KS2. - Virtual phonic training and input for New F2 parents - EYFS training on language and colour refresher by Sand L specialist - Additional learning time to be given to phonics. To consist of an additional lesson in an afternoon and utilising the 15-minute drop-off and collection time to engage in phonics game - Additional 1-1 phonic support in F2, Yr1 and Yr2 - KS2 to follow the HCAT catch-up reading programme - Whole staff recap – Wheeler reading teaching sequence – adjust proportion of decoding / comprehension accordingly to pupils' identified gaps - Week 1 all children listened to by teacher on 1-1 – high priority pupils identified - Additional 15 minutes reading session for all children due to a reduced lunch. - Quality texts to be used in foundation subjects and approach designed to support purposeful use of reading and research to obtain the information that they need. - ELGs incorporated in to year 1 Trust catch up plans and continuous provision highlights opportunities for application of RWM - Adults supporting Yr1 as focus for reading and phonics (4 adults per class daily) - Purchase supplementary reading materials which are phonetically based for EYFS and KS1 (catch up programme) - Benchmarking of all pupils in Years 1, 2 and 3 to identify gaps in fluency. - Teachers to use a combination of talking to pupils and scrutiny of work, in line with Section 3 of the DfE guidance, to identify gaps in pupil skills. - If teachers are struggling to ascertain gaps through formative assessment, then 3 Years 4 and 5 can conduct TESTBASE in week 6, and Y6 can complete a previous SATs paper in Year 6. This follows completion of the catch-up programme. 	EEF Improving Literacy in KS1/KS2 COVID-19 SUPPORT GUIDE FOR SCHOOL	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 Pupil voice	Resources £1000 Extra staffing to support £7,000	CM/KO	Half termly
To reduce the language deficit for pupils in the EYFS/KS1	<ul style="list-style-type: none"> - School focus on EAL pupils, as these children have not been exposed to English language and communication during lockdown. these pupils. Additional specialist ASA identified to work in the setting to deliver Wave 2 intervention – KS1 – MC New EAL lead assigned 	EEF Improving Literacy in KS1 COVID-19	September	Children have large deficit in language development - limited access and use of English	CPD for staff Observations of speech and language within the continuous	Staffing £6000 Resources £3000	CM/PS/JM /NW	Half termly

	<ul style="list-style-type: none"> - Initial focus in EYFS on communication, PSD and development of daily routines. - Children in F1 given full time places from September for the Easter 2020 cohort and any child who will be F2 in 2021 - Roll out of CPD on language and communication friendly spaces /language and Literacy for 2-4s (emphasis on outdoor) - Launch of revised curriculum themes Autumn 2020 (book led in F1) - 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 - Resources purchased for staff to be able to set up CP activities to bridge the gap between FS and Yr. 1. - Additional TA hours with a focus on reading 	SUPPORT GUIDE FOR SCHOOL		at home during lockdowns Higher percentages of EAL in KS2 – new to country with no or limited English Lower levels of speech and language and communication across Foundation Stage and KS1	provision and direct teaching			
To increase attendance and reduce the amount of PA children	<ul style="list-style-type: none"> - Attendance to be closely monitored and incentive prizes to look at how children return to school - videos produced to show new routines prior to term starting on website and twitter - Individual Letters from new teachers prior to term starting. - Immediate reintroduction of attendance policy - Communication of attendance policy for non-attenders. - Home visits to be conducted. - Whole school focus on attendance- EWB Team to support - Re-engagement action plans to be put in place for identified families. - Weekly attendance meetings to monitor impact for individual families and to inform whole school actions. - Support/challenge from Trust family links worker, if required. - Ongoing family surveys to inform the school's approach to communication and procedures. - Welcome all children back with, or without, uniform. Where parents are struggling financial, provide uniform for the child/ren - To compare attendance at start of year to last year to identify similarities in families. - Develop reintegration plans for children returning from self-isolation 	EEF Impact of School Closures 2020 COVID-19 SUPPORT GUIDE FOR SCHOOL	From September	Attendance at the school has dipped to previous years and in light of the crisis could decline again	Monitoring of attendance	£3000 Prizes - £680	CM/AT/SW	Weekly
To increase the % of meeting age related expectations in reading, writing and maths	<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 - Catch up programmes to be followed to address gaps in learning and secure key components from each subject area - Purchase of assessment materials to inform assessments at mid-point – along with tool to analyse assessments – QLA to then inform future curriculum development to address gaps in knowledge - Time tables rockstars subscription - All year groups allocated support staff to carry out CTG and intervention in Literacy and Numeracy 	EEF Improving Literacy in KS1/KS2 EEF Improving Literacy in KS1/KS2 COVID-19	Autumn – ongoing	Increased gaps in knowledge due to missed learning.	Observation, Book scrutiny's focused on LA pupils Monitoring of the quality on intervention sessions – delivered by teachers	£5000	PS/CM	Termly

		SUPPORT GUIDE FOR SCHOOL						
Pupils with SEND make rapid progress from their starting points	<ul style="list-style-type: none"> - Specific adaptations made to the curriculum to meet the needs of the children - Outdoor provision to be developed to target Y1 children who are not ready for national curriculum expectations - Implement phonic tracker programme as a assessment and intervention support – early identification of gaps - Allocation of staff to deliver IEP targets to pupils to ensure their needs are being met – support for SENDCO to ensure SMART targets 	COVID-19 SUPPORT GUIDE FOR SCHOOL EEF Remote Learning: Rapid Evidence Assessment	From September	Children’s gaps may have widened and alteration/adaptations to the curriculum may be needed	Observation of interventions	£2000	CB/PS	Half termly
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)	COVID-19 SUPPORT GUIDE FOR SCHOOL EEF Remote Learning: Rapid Evidence Assessment	November – After School.	Identified vulnerable groups are more likely to require additional support outside of lesson time	Observation Analysing progress and outcomes	£8000	CM/PS/KO	Half termly monitoring
Total budgeted cost		£35,680						

