



Weston Favell CE Primary: Summary of Catch-up Strategy

Following the lockdown on March 28th due to COVID 19, the children of Weston Favell CE Primary School had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face-to-face teaching from their class teacher. This inevitably meant that many children had gaps in their knowledge from the previous year group when they returned in September.

At Weston Favell, our 'catch-up' strategy aims to ensure children catch up on any lost learning time and potential gaps in knowledge. The strategy focuses on quality first teaching, classroom intervention, small group targeted support and 1-1 tuition with children's health and well-being at the centre of all we do.

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their own children and circumstances.

Weston Favell has been allocated £33,320 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year. 80% of this funding (£26,656) will be allocated to our school based catch up strategy and 20% of the funding (£6,664) will be allocated to the trust based catch up strategy.

How have spending decisions about interventions be made?

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school are being driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based and that are proven to have a positive impact on closing gaps. In line with recommendations, Weston Favell will take a 'tiered approach' to closing gaps and raising attainment. The catch-up strategy will link closely to the School Improvement Plan and Pupil Premium Strategy.

Quality First Teaching

Particularly in the first two terms, the curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. This includes an additional, heightened focus on embedding reading and writing skills as well as greater focus around key mathematical skills. Children's phonic knowledge remain a focus for the school, acknowledging the fact that children in Reception Year and Year 1 in particular may have significant gaps in their knowledge due to disrupted Early Years provision. The teaching will be monitored by the SLT each half term to ensure high quality teaching across the school.

School information			
School	Weston Favell CE Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£33,320
Total number of pupils	420 + 40 preschool children	% Disadvantaged Pupils	9.6%

Contextual Information (if any)
<p>Parents are generally very supportive of their children and supported them to engage with home learning. Prior to Christmas we had a large number of Covid cases in school resulting in a large proportion of our children learning from home for 2 weeks. During the January lockdown 17% of our children attended school each week and the rest were learning from home. We were delighted with the number of children accessing learning on a regular basis and with the feedback received once the children returned to school. All children returned to school once lockdown was over, although we have had small numbers of children who have self-isolated since the full return to school.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure quality first teaching for all children; staff training ensures all staff are supporting all children effectively. Reading is a major focus to ensuring children can access the wider curriculum – good quality books need to be purchased to support children’s love of reading.
B.	Identify and target specific children who require more support to enable them to achieve the age-related expectations due to missed education.
C.	To provide high quality learning opportunities whether children or staff are learning at home or school. Ensure there is a clear strategy for remote learning and sufficient devices for the children to use to be able to access the learning

Summary of Expected Outcomes	
A.	Identified gaps in children’s knowledge have closed due to QFT which is supported by high quality training and support for all staff. End of year outcomes for Y2 and Y6 are at least in line with national average but more likely to be 10% higher in individual subjects. Broad range of books replenished following loss of stock due to children losing books at home and school requiring more books as chn need 2 sets of books, one for home another for school.
B.	Targeted children make better than expected progress and a large percentage of them achieve EXS standard. Nurture strategies introduced into Y2 and Y5 are embedded and children are able to employ a range of strategies to self-regulate and ensure they are able to learn effectively.
C.	All children have access to appropriate technology to enable them to access the high quality learning opportunities on offer from school

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Support great teaching	To provide effective CPD to ensure that our teaching is of high quality and impacts upon pupil attainment across school	All children across school will benefit from high quality teaching		NPAT central team/ JR/LE			£6664
	Purchase of a range of phonics and wider interest graded reading books to ensure sufficient books for children across school to have at home and in school. (stocks had been depleted following the March 20 lockdown as many not returned to school)	All children in every year group will have sufficient appropriate reading books to enable them to have a selection at home as well as at school.		JF/EB	Gaps in our provision have been identified and orders placed to ensure they are filled. (Dec 20) Children talk about the variety of books and their love of reading during the subject leader pupil voice conversations and feedback from parents demonstrates increased satisfaction with the reading books available. Subject governor learning walk and Pupil voice monitoring (March 2021)	£1000	£5000
	Herts for Learning training to develop our understanding of how to develop reading fluency	18 staff in Y2 -Y6 who work with children who are underachieving		LE	July at the end of the first series of interventions. Yark assessments		£1,545
Pupil assessment and feedback	Purchase of the Wellcom assessment tool to identify the needs of our EAL children. SENDCo supports the assessment. The identified gaps will be included in the daily planning for the class as well as in specific interventions for individual children.	EAL children across school		KR	Targets for chn clearly identified and interventions in place. Gaps are narrowing. Inclusion lead monitoring Dec 20		£476
Intended impact: Children receive teaching that meets their needs and are supported to 'catch up' and close gaps in their learning						1000	12364
Cost - Sub-totals						13364	

STRAND 2: TARGETED SUPPORT								
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)	
Interventions	Employment of an experienced Y6 teacher to support small groups of Y6 children on 3 x mornings a week	Children from both Y6 classes who are working below the expected standard in Reading, Writing or maths. Gaps in knowledge have been identified and next steps shared with the teacher. Teacher did not return after Christmas due to lock down.		RS	Baseline mock SATs assessment undertaken in September. Baseline reading test undertaken in September and re assessed at end of Nov / Feb and March in class. SATS in May		£2,806	
	NTP, WFPS staff from Y1-Y5 to work with children from their year group to close gaps through small group tutoring.	Underachieving children in Y1-5		JR	National Tutoring Programme April onwards using our own teachers		£3,400	
	Additional member of staff to be trained by Nurture UK to offer support to vulnerable children across school	Vulnerable children in Years 5/6 and Years 1/2		KR	SENDco evaluating impact on individuals through Boxall Profile. Inclusion lead monitoring of provision Feb 21/ Inclusion governor monitoring March 21		£600	
	The Switch On Reading strategy is used effectively in our school to raise attainment in reading for disadvantaged pupils. Purchase a new set of books for the school to ensure	Disadvantaged children from Y2-Y6		KR/MV	SENDco evaluating impact on individuals through Salford RA. Inclusion lead monitoring of provision Feb 21/ Inclusion governor monitoring March 21		£1000	
Intended impact:								
Cost - Sub-totals							£7806	
Total budgeted cost for Strand 2						£7806		

STRAND 3: WIDER STRATEGIES								
Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)	
Access to technology	Purchase of further devices for use in school and in the case of a whole school lockdown which will be loaned to pupils who need to share devices – this could include the loan of keyboards and mice to attach to play stations etc	Any child in school who will need to work from home due to a bubble or whole school lockdown and who does not have access to a personal device from home		JR	Children are accessing the planned remote learning during bubble lockdowns		£8000	
	Employment of further IT support within school to support our parents and children in accessing the online learning platform 3 hours/week	All pupils and their families will benefit from this strategy as we will be able to offer support to ensure equality of access to the online curriculum		JR	Parent voice through forms will identify that we have been able to support the vast majority of parents and chn to access the remote learning.	£639	£2910	
Access to technology	Purchase of additional devices to ensure that all PLAC children have access to their own device at home.	PLAC children in our school – 13 currently will be bought their own device		JR	The identified children complete their homework each week and access the remote learning during any time when they are unable to attend school. SLT and Remote learning lead monitor homework take up	(out of PP+ funding)		
Access to technology	All disadvantaged children to have access to a suitable device for home learning.	Any disadvantaged child who does not have access to a shared device with one sibling will receive a loaned school device for home learning.		JR	The identified children complete their homework each week and access the remote learning during any time when they are unable to attend school. SLT and Remote learning lead monitor homework take up	DFC £2,745	£2240	
Intended impact:								
						Cost - Sub-totals	£3,384	£13,150
						Total budgeted cost for Strand 3	£16,534	

Financial Summary

Cumulative Sub-total for all strands	£4384	£33,320
Remaining Funding to Allocate	0	
Total budgeted cost for all strands	£37,704	