



Willowbrook Primary School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

FUNDING ALLOCATION FOR MAINSTREAM SCHOOL WILL BE CALCULATED ON A PER CHILD BASIS, PROVIDING A TOTAL OF £80 FOR EACH CHILD. THIS IS TO SUPPORT CATCH-UP INDICATIVES FOLLOWING THE REOPENING OF SCHOOLS. BELOW PROVIDES INFORMATION OF WHERE THIS MONEY WILL BE TARGETED AND THE INTENDED IMPACT.

Total number of pupils on roll – Autumn Census	210
Proportion of disadvantaged	18%
Proportion of SEND	17%
Catch up Premium allocation	£16,859
Review dates	May 2021 – Summer Term

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- The proportion of our disadvantaged pupils across the school is slightly higher than the national picture at 17.3%.
- During lockdown the vast majority of children engaged with the detailed-on line learning and the Monday/Friday morning zoom lessons that the school provided.
- Weekly/daily phone calls were made to the home.
- Alternative paper copies were provided for children unable to access via a device and opportunities for them to attend the key worker bubble was provided.
- We were open throughout each Lockdown for Key workers and vulnerable children.
- In June 2020 a % of the whole school returned to school in small bubbles (max 15).
- Attendance in 1st half of Autumn term 2020 was stable across all year groups (whole school 97%).
- Our main focus for September was the children's wellbeing, however it was evident after the first 2 weeks that they were ready and eager to return to core subjects.
- Recovery Curriculum planned in English, in Maths – curriculum essentials identified and taught/revisited across wider curriculum subjects.
- Baselines assessments – analysed to show gaps in learning.
- Short sharp teaching sessions with inclusion of 'brain-breaks' to help the children to focus on their learning.
- Quality First Teaching to support gaps in learning.
- To help remove these barriers we adopted the SEN support approach of the four-part cycle of; '**assess, plan, do, review**'.

STRATEGY STATEMENT

At Willowbrook we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey, whilst contributing to the wider community.

Our targeted and strategic use of the Catch-up funding will support us in enabling children to thrive and develop intellectually, emotionally, socially and physically by:

Building resilience

Supporting children's wellbeing

Creating a secure and safe environment with a progressive and challenging curriculum

Enabling children to be happy and self-confident with good mental health for success

Providing a range of learning experiences

Enabling children to continue to use technology effectively as a learning tool

Embedding skills securely to enable acceleration of learning

Making provision for disadvantaged pupils following a needs analysis, identifying priority for use of funding and resources

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A
Children's mental health, well-being, physical and social needs have been impacted on during Lockdown

Welcomed children back to school and reinforced school routines and expectations.
Welfare calls and close observations during Home Learning (self-isolation/lockdown) prior to returning to school.
Increased amount of Pastoral support, working with individual children and families to support them socially and emotionally.

<p>B Oral and language acquisition communicating with both peers and adults, demonstrating social skills</p>	<p>Narrative Therapy sessions to improve communication and confidence. Create opportunities for children to articulate their ideas and thoughts in well-formed sentences (EYFS). NELI introduced for specific group of children with identified needs in the area of language acquisition (EYFS). Create opportunities for 'talk time' – mix groups within bubbles to work with a range of peers in both lessons and designated time. Paired writing tasks – working with a peer opportunity to talk before writing. Guided Reading sessions to read and discuss a book.</p>
<p>C Phonics</p>	<p>Phonics assessment scores – current year 3 cohort (Year 1 phonics assessment data, no year 2 phonics assessment completed). Year 1/2 staff, English lead and Year group leader completed a baseline for all year 1 pupils our phonics assessments which resulted in a decision to lead daily whole class phonics teaching – daily teaching has been ongoing since September 2020 and remotely, during the National Lockdown (January 2021). Based on internal tracking systems of remote learning engagement, not all year 1 children will be able to access their original group. Assessments will need to be carried out again on their return to school. Whole class-based phonics will now be extended into the spring and summer term.</p>
<p>E English and Math's Reading ability affected the accessing of remote learning and maths problems solving Speed in recall of number bonds and times tables – ability to then solve problems with these Mechanics of writing within composition (SPaG)</p>	<p>Approaching mastery within maths. Levels of concentration and sustained focus, knowledge of basic times tables SSRT Assessments and analysis. TMM – Focusing on Fluency TTRS – Competition between KS2 classes to raise the profile. Summative and formative assessments during the first 3 weeks back to identify the gaps.</p>

ADDITIONAL BARRIERS

External barriers:

D	<p>Non-engagement of some children with the remote learning offer – internal school tracking system</p> <p>Access to technology</p> <p>Skills to complete remote learning</p>
E	<p>Return to school with good learning attitudes and a growth mindset</p> <ul style="list-style-type: none"> • Additional emotional and social needs – peer interactions • Ability to work independently to improve outcomes • Potential stamina and resilience building whilst adapting to a return to school (based on previous lockdown findings)

Planned expenditure for current academic year

Intent	cost	How will the impact be assessed?	Impact once reviewed	When will you review this?
<p>Qualified teacher 3 afternoons per week – Small group support to Years 5.</p> <p>Foci: Times Table Check, Maths, English Catch-up interventions. Summer/Autumn Term 2021</p>	£8,424	<p>Discussions with pupils and staff. Book looks and learning walks.</p> <p>Data analysis as follows:</p> <p>Progress in scores for the Times Table Check.</p>		Half Termly
<p>Qualified teacher, National Tutoring Programme to work with children across the school.</p>	<p>£131 for a group of 3 per block of 15 hours</p> <p>£2,096</p>	<p>Progress in scores for the Phonics Check.</p> <p>Rising Stars Assessments</p> <p>Ongoing Teacher</p>		As required

<p>Phonic and Number interventions 2 x LSAs: 1:1 Reading for all pupils. Focussed phonic interventions for individuals and small groups. After school Tuition groups with qualified teachers for identified pupils in Year 5. Full day TA x 3 days per week – Year 5 Maths and Reading, 1:1 Readers across the school, Times Table Check, Phonic Check. 3 day per week full time TA for teachers to use to provide specific interventions based in teacher assessment. Collins Big Cats online library has been provided to all pupils for access to additional books at home. Online learning platform to support children accessing extra work and lessons at home and includes support for the remote learning.</p>	<p>£4,383.40</p>	<p>Assessment Analysis of Reading Band grids Phonic Assessment Grid progress.</p>		<p>As required</p>
<p>After school tutoring by one class teacher in each year group alongside the Extra curricular club timetable</p>	<p>No cost Planned for.</p> <p>Groups have been identified for pastoral support or academic subject coverage.</p>	<p>Autumn term inset (October 2020), identified gaps in knowledge based on the existing curriculum. Gaps were also identified, in some year groups, with wellbeing and social aspects of returning to school.</p> <p>The year groups chose whether to offer academic opportunities or opportunities to support the wellbeing of pupils in their class. Planned when and how this would be managed – all agreed.</p>		<p>Half termly</p> <p>As required</p>
<p>Overall Cost spent £14,903.40</p>				

<p>This is not the full extent of our catch-up approach as class teachers are planning tight interventions to close gap but these do not carry a specific cost and therefore are not being funded by the additional money.</p> <p>In addition to this, we are planning a huge number of well-being and fun activities such as sports coaches into school and visitors resuming, dress-up days, sponsored events etc. as we feel that children enjoying school and socialising with their peers and teachers is a very important part of the Covid recovery.</p> <p>In the summer term 2021, we are able to run clubs to re-provide the extra-curricular offer.</p> <p>We have been able to access pastoral support through a local religious charity who are able to support 12 children per week across the school.</p>	<p>Pupil Perception Surveys Parent Surveys Discussions with children following specific school events Teacher perceptions of children’s mood, engagement, and happiness in class Feedback from counsellors</p>
--	--

ADDITIONAL INFORMATION

We aim to ensure that teaching and learning opportunities meet the needs of all pupils; tailoring provision to meet those needs.

Our provision includes:

Using a tiered approach to 2021 academic year planning.
Modified curriculum document (November 2020) to be reviewed when we reopen.
English modified curriculum (November 2020) will need reviewing as will the adopted modified maths curriculum (November 2020)
Improving pupils’ ability to read, in particular in year 3.
Improving the use of high-quality texts during English sessions.
Boosting those pupils for whom the gaps are greatest with specific reading interventions/phonics.
Upskilling pupils’ ability to use technology enabling them to access remote learning practice, in school, including with times tables.
Use of materials to extend higher ability in maths for years 5 & 6.
Small group tuition.
Supporting parents and carers.

REPORTING

REPORTING

It will be the responsibility of the Headteacher to report to the Governors on:

- the progress made towards narrowing the gap
- the outline of provision that has been made
- the cost effectiveness, in terms of the progress made by the pupils

Parents will receive information as to the progress of pupils through personal information sent home and during parent consultations.