



Covid Catch-up Premium

Summary Information

Wembrook Primary School

Academic Year	2020-21	Total Catch-up Premium	£50,080	Numbers of Pupils	680
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Guidance

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 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds (DfE Guidance)

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 to 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.

EEF Recommendations

Teaching and whole school strategies

Supporting great teaching

Pupil assessment and feedback

Supporting remote learning

Targeted approaches

One to one and small group tuition

Intervention programmes

Planning for pupils with Special Educational Needs and Disabilities (SEND)

Use of Funds (DfE Guidance)		EEF Recommendations	
Schools should use this document to help them direct their additional funding in the most effective way.		Wider strategies Supporting pupils' social, emotional and behavioural needs Supporting parent and carers Access to technology	
Specific Implementation		Cost	Evaluation of Impact
<p>1. Accelerated Reading</p> <p>To support reading, a comprehensive package of one to one support was introduced in January 2021.</p> <p>The school throughout the Autumn term 2020 piloted an evidence based intervention called Accelerated Reading, where pupils follow a strict reading programme for 15 minutes every day. The purpose is to make them improve accuracy and fluency in reading, focusing on decoding skills and sight vocabulary.</p> <p>Although time consuming, the results were very strong. It was decided to employ a Teacher Assistant and allocate teacher time to oversee a larger project for the following 2 terms (January 2021 to July 2021)</p>		<p>£11,500</p> <p>Teacher</p> <p>£10,500</p> <p>TA</p>	<p>Despite initial challenges around the January 2021 lockdown the results have been highly positive.</p> <p>During the two terms, up to July 2021, 27 pupils were involved in the project:</p> <p>27 pupils made progress, they all improved their chronological reading age.</p> <p>24 pupils exited with a chronological reading age higher than their real age.</p> <p>17 pupils made over one years progress with their reading chronological age.</p> <p>Anecdotally there were many strong individual stories, including one pupil who improved her chronological reading age by 3.7 years.</p>
<p>2. Social Math Games.</p> <p>On returning to school it was assessed that many pupils social skills were not as developed as we would wish. Some pupils seemed to be struggling with listening, cooperating and being patient.</p> <p>Along with the academic challenges of maths and supporting them with missed learning gaps, a new initiative around social games was introduced. Year groups were given a large box of board games relating to their age.</p> <p>Once pupils had been taught the rules to the games, timetabled sessions took place where pupils played the games. Example of games include</p> <p>Uno, Othello, Snakes and Ladders, Chess, Draughts, Frustration, Scrabble</p>		£850	<p>Lots of anecdotal evidence from teachers about the success of the project:</p> <ul style="list-style-type: none"> • Opportunity to teach and reinforce social skills around, listening, taking turns, losing and stamina in playing to the end. • Chance to interact with pupils in a less pressured environment. Accounts of children opening up about their worries. • Opportunity to reinforce maths skills.

Specific Implementation	Cost	Evaluation of Impact															
<p>3.WemBOOKS@Wembrook.</p> <p>A major project to support the love of reading to involve home.</p> <p>Throughout the summer term pupils and home are part of an initiative to encourage a love of reading at school and home.</p> <p>Every two weeks pupils are given a new reading book which is to read for pleasure.</p> <p>The books are to be read at home and school with some limited work and homework being connected to the book.</p> <p>All year groups will have 6 different books over the term, with different genres being included.</p>	£4365	<p>Although most evidence is anecdotal, the project has been deemed a major success.</p> <p>Pupils clearly enjoyed the books.</p> <p>Strong evidence of more reading at home.</p> <p>Evidence of pupil comprehension being further developed</p> <p>Some evidence of reading being translated into more sophisticated writing.</p> <p>Staff are very keen for the project to take place again next academic year.</p> <p>91% pupils over the academic year made expected progress in reading (Year 1 to Year 6)</p>															
<p>4. Intervention support for the Missing Summer Term 2020 pupils.</p> <p>With the school aware that the new Year Three, Four and Five pupils had not been in school since March 2020. A full time teacher was appointed to provide intervention throughout the Autumn term (15 weeks).</p> <p>Although weekly practise varied during the term, the basic model was based around each Year group receiving 5 weeks of support. The model included intervention groups in English and Maths in the morning (approximately 15 pupils), leaving a reduced size class of 25 pupils for the teacher.</p> <p>Additional small groups or one to one support to take place in the afternoon.</p>	£11,000	<p>The intervention played a pivotal role in supporting the return to school in September 2020.</p> <p>The school quickly assessed that there were many pupils with learning gaps. The intervention allowed not only the intervention teacher but the class teacher with a reduced class size to support pupils with their gaps.</p> <p>Assessment data taken over the year show that for most pupils involved with intervention made appropriate progress.</p> <p>Unfortunately, from November 2020 to the end of the Autumn term, with numerous class bubbles having to close, the impact was reduced.</p> <table border="1"> <thead> <tr> <th colspan="3">Pupils making at least expected progress during 2020-21</th></tr> <tr> <th></th><th>English</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>Year 3</td><td>97%</td><td>100%</td></tr> <tr> <td>Year 4</td><td>69%</td><td>75%</td></tr> <tr> <td>Year 5</td><td>99%</td><td>92%</td></tr> </tbody> </table>	Pupils making at least expected progress during 2020-21				English	Maths	Year 3	97%	100%	Year 4	69%	75%	Year 5	99%	92%
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<p>5. Self Esteem PE.</p> <p>September 2020. To support a return to school all pupils from Year Two up (15 classes) will have two sessions with Positive Impact to explore feelings and issues around the events of the Summer.</p> <p>The classes will be split into two so that the teacher has a group to do focussed PSHE work and the trainer has a group to explore feelings in a more practical and fun way</p>	£2500	<p>The sessions in Autumn Term One were very helpful. Teachers reported numerous incidents of children opening up about what they had experienced or what they were worried about.</p> <p>As time went on and as the second lock down approached the effectiveness of the sessions seemed to be less powerful.</p> <p>With hindsight perhaps more sessions should have been booked for the first Autumn half term</p>

Total Spend September 2020-July 2021	£40,215
Total Funding	£50,080
Amount left for future initiatives	£9,865
<p>September 2021</p> <ol style="list-style-type: none"> Due to the success of the Accelerated Reading project the school is continuing the package for another 12 months. Again we are planning to repeat the Wembooks@Wembrook in the summer term. This will become a two year rolling programme that uses each set of books on a bi-annual basis 	<p>£5,800 (Teacher)</p> <p>£16,000 (TA)</p> <p>£4500</p>