

Catch-Up Plan

Wisborough Green Primary School



Summary information					
School	Wisborough Green Primary School				
Academic Year	2020-21 Reviewed July 2021	Total Catch-Up Premium	£16,080	Number of pupils	201

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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..</p> <p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p> <p>Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths calculation but they are 'behind' where we expect that they would otherwise have been. Stamina and independence have dwindled. Children are generally not showing resilience or the determination to tackle trickier problems by themselves.</p> <p>Recall of basic skills has suffered considerably– children are not able to instantly recall addition and subtraction facts or times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, including grammar, punctuation and spelling. Most children appear to have written very little during the lockdown period and are now having to work hard to regain writing stamina and improving their motivation due to the lack of fluency in their ability to write. Children are requiring regular practice and modelling in order to produce neatly joined or correctly formed handwriting.</p>
Reading	<p>Many children accessed independent reading during lockdown. This is something that was more accessible for families and required less adult input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Children who did continue to read have gaps in comprehension and are often reading words that they do not understand.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g., trips, visitors and powerful curriculum moments.</p>

Planned expenditure (The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting great teaching:</u> Formative assessment, resulting in focussed group teaching, can continue with minimal adjustments to children's positions within class, in accordance with government guidelines.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, children can continue to access phonically decodable reading books, matched to their scheme and attainment level.</p> <p>Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Quality experiences continue to be provided in order to immerse and excite children in new areas or experiences and to provide real contexts for learning.</p>	<p><i>Provision of mobile teacher whiteboards in all classes.</i> <i>(£640 funded by the PTA)</i></p> <p><i>Purchase of 3 x Collins Song of Sounds decodable book sets Rec-Y2.</i> <i>(£1,780 funded by PTA/LIONS)</i></p> <p><i>Additional time for teachers to adjust medium term planning through staff meetings/INSET. Subject release time to review provision, implementation and impact of adjusted wider curriculum (14 x half days).</i> <i>(£165 x 7=£1,155)</i></p> <p><i>Be creative to ensure continued engagement in significant national/local events e.g., virtual participation</i></p>	<p>Teachers report more effective focus group teaching within the constraints of the current COVID guidelines.</p> <p>Directly linking our decodable reading books to our phonics scheme has had a very positive impact upon our children in Early Years and Key Stage One, supporting them to apply their learning in phonics to independently read books with their focus sounds in. The scheme has provided children with a broad range of both fiction and non-fiction books, which have engaged the children and promoted excitement and a love of reading. The books have highlighted sounds and non-decodable words that some children have found more challenging and this, in turn, has ensured that those children have been provided with the required support.</p> <p>All teachers have received subject release time during 2020/21. Action plans and vision in place for all subjects. Curriculum adjusted x 2 due to lockdown. Monitoring of in-class provision mostly postponed due to lockdown and restrictions. During Summer term, book scrutinies for Geography, RE and Science have taken place with individual and whole school feedback and next steps agreed.</p> <p>Events continue throughout the year despite restrictions and during lockdown, and include:</p>	<p>CB</p> <p>ES</p> <p>CB</p> <p>SLT/ Sub Leads</p>	<p>Dec 2020</p> <p>Jun 2021</p> <p>March/ July 2021</p> <p>July/ Dec 2021</p>

<p>Home provision of manipulatives for all Reception children to assist in early number sense, recognition and making connections.</p>	<p>Purchase 30 individual Numicon sets for Reception children. <i>(£139 funded by the PTA)</i></p> <p>Purchase 1 large set of Numicon for outdoor learning. <i>(£95 funded by the PTA)</i></p>	<p>Harvest, Remembrance Sunday, Nativity, Diwali, Lions ROAR, Internet Safety Day, World Book Day, Fairtrade Fortnight, Virtual PE Games challenges (Weald locality), Years 5/6 virtual Titanic Museum trip, Year 6 Bikeability, Y5/6 Historical Writing Competition (HA), Y6 swimming, extra-curricular clubs, Rockstars Relaunch Day, Lodge Hill x 2 activity days Y6, Bike Weeks, Fire Service YR/2/5, Walk to School Week, Y5/6 Football at the Weald, Sports Day, Sing Up Y5/6.</p> <p>The Green Flag eco-award was obtained in Feb 2021.</p> <p>Y6 won the Weald Book Award Trailer competition.</p> <p>Reception pupils now have the resources to further their early mathematical learning at home. This was particularly important throughout the remote learning period. They are starting to develop a secure understanding of early numbers. This has allowed our children to practise building their number sentences practically, both inside and outside, engaging our children and providing an opportunity to build their understanding collaboratively.</p>	<p>ES</p>	<p>Feb 2021</p>
<p>Children across all classes have instant recall of number bonds, and times table and division facts.</p> <p>Children can write fluently at length, in a neat legible style.</p>	<p>Introduction of a whole-school Mental Maths Masters scheme including weekly practice and checks and the purchase of achievement wrist bands (Number Ninjas) <i>(£660)</i></p>	<p>Rockstars Relaunch and introduction of wrist bands postponed until 11 May 2021 due to lockdown.</p> <p>Since the wristbands have been launched, it is evident that the children are more motivated to learn their times tables in their own time and are very proud of their achievements.</p> <p>On average the children are now participating for 9 minutes a day compared to one minute a day in April. Due to the increased participation, children are now</p>	<p>DB</p>	<p>July 2021</p>

	<p><i>Introduction of a school Handwriting Policy with a raised profile including focussed whole-class and group teaching and whole-school celebration of quality work (Handwriting Heroes)</i></p>	<p>recalling their times tables quicker and becoming more fluent. All heatmaps show that the children are now able to recall their tables quicker now than there were in March (see Impact Report).</p> <p>Postponed due to lockdown so not introduced until the Summer term. Too early to show impact. Raised focus in class has, however, produced improvements in handwriting and general presentation (see Intervention Impact Report for impact on focus groups). Policy to be introduced in Sept 2021.</p>	GJ	July 2021
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments for years 3 to 6. Complete previous year's tests and record assessments to identify gaps and track performance.</i></p> <p>(£393)</p>	<p>Used to effectively indicate strengths and gaps at the start of the year. Children reassessed at the end of the Summer term. Pupil progress meetings and assessments indicate progress for most children from initial assessments, with some significant progress (see Pupil Progress Meeting notes).</p>	GJ/ CB	July 2021
<p><u>Transition support</u></p> <p>Children joining Wisborough Green in Reception or moving up to a new class have an opportunity to become familiar and confident with staff and procedures before they arrive or return in September.</p>	<p><i>A teacher video presentation is shared with all children and parents. Release time for teachers covered internally. Vulnerable children and those with SEND have an individual transition book.</i></p> <p><i>All Reception children receive a home visit during week 1 of the Autumn term, followed by staggered phasing-in.</i></p> <p><i>SENDCo in regular telephone contact with vulnerable families throughout the summer.</i></p>	<p>Teachers reported that those children at school during the first lockdown expressed confidence about starting the new school year. Those with SEND were observed regularly referring to their booklets.</p> <p>Positive feedback from Reception parents and staff indicates a smooth transition into school. Staff report that this cohort settled into school routines quicker than in previous years.</p> <p>All vulnerable families returned to school in Sept because of regular contact and increased confidence in our safety measures</p>	AG ES	Oct 2020

		Regular home-school contact has led to a stronger working relationship with our most vulnerable families.		
			i. Total cost	£4,862

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of word recognition, reading fluency and engagement. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Identified children will have improved mental recall of number facts and understanding of recorded methods of calculation.</p>	<p><i>Additional 23 TA hrs/week Oct 2020 to March 2021 and 10hrs/week April/July 2021 (to provide 1:1 and group support for Years 3, 4 and 5 (precision spelling, Reading Recovery, 1:1 reading, maths post-teaching)</i> <i>(£5,393/£1,441)</i></p>	<p>94% of the spelling intervention programmes resulted in expected or better progress. 89% made greater than expected progress. 6% made less than expected progress (two children). All identified children engaging with Reading Recovery made more than expected progress. Some made more than 2 years progress. Maths post-teaching resulted in improved confidence reported by children and class teachers.</p>	AG/SLT	Mar/July 21
	<p><i>Experienced teacher employed, 1 day/week Nov 2020 - Mar 2021 initially (extended until July), to provide additional maths support for identified groups in Years 6, 5 and 4 and writing support for identified groups in Year 6</i> <i>(£3,832/£2,465)</i></p>	<p>96% of the children receiving maths intervention made progress in teacher assessment of mental recall of number facts. 79% of the children targeted made expected progress or better. 3 out of 10 of our Year 6 targeted children would have achieved ARE SATs scores without preparation. 5 children stopped the intervention because they were accessing classwork more readily.</p>	SLT	Feb/July 21
	<p><i>1:1 and small group intervention for targeted children in KS1 and Reception will be delivered via current staffing capacity.</i></p>	<p>Delayed for most children due to lockdown. See Pupil Progress Meeting notes for assessments, intervention and progress. Proportion of Reception children below expected standards for Communication and Language decreased</p>	SLT	July 2021

Children in Reception have improved spoken language.	<i>The school has also registered an interest in the Nuffield Early Language Intervention (NELI) programme designed to overcome language difficulties.</i>	from 30% in Aut 2 to 27% in Spring 2 and to only 17% by Sum 2. 90% of Year 2 achieved the phonics threshold at the end of the Autumn term. Accepted onto the NELI programme. Staff fully trained, resources prepared and all Reception children assessed. This was delayed due to lockdown. Assessment indicated that only one child was to access programme. That child progressed from a Language Screening Score of 88 to 111 in one term. Two other children currently completing a 1:1 speech programme.	ES/ SLT	
			ii. Total cost	£13,131

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Continued subscription to online learning resources, such as Times Table Rock Stars (TTRS), Doodle Maths (KS2) and Doodle English/Spelling (Y5 and 6) to support children's learning at home.</i></p> <p style="text-align: right;">(£202; £648)</p> <p><i>All Sept 2020 staff meeting time devoted to preparation of whole-school approach to home-</i></p>	<p>Particularly useful during lockdown. Improved levels of engagement in TTRS and Doodle.</p> <p>The school have moved up on the TTRS local area leaderboard from 27th to 14th place since Sept.</p> <p>We held a Rockstars Relaunch Day on 11th May 2021 to raise the profile of TTRS even further.</p> <p>Greater uptake of Doodle Maths by UKS2 so decision made to cease subscription for LKS2 in order to focus on multiplication facts prior to Y4 MTC.</p> <p>DB to continue to monitor impact.</p> <p>Staff, pupils and parents reported that they were prepared and confident in the</p>	<p>CB/ DB/ GJ</p> <p>CB</p>	<p>Termly</p>

	<p>learning provision. Week 1 prepared for all classes including paper resources if needed.</p> <p>Introduction of Google Classroom for homework to ensure children/parents are familiar with this platform prior to any possible lockdown period.</p> <p>Adoption of Google Classroom, including staff training, through DfE funding a whole school learning platform.</p> <p>(£1,500)</p>	<p>use of our online platform prior to lockdown.</p> <p>Governors and parents praised our remote learning provision (see FGB minutes and parent emails/cards and phone calls). Average engagement >95%. WG scored highly on the DfE Remote Learning Review document (HT/DHT/Gov) with all elements either embedded or sustained.</p> <p>This continues to be used effectively for children well but having to self-isolate during the Summer term.</p>		
<p><u>Access to technology</u></p> <p>Ensure that all children have adequate access to Google Classroom at home to facilitate home-learning. Parents were surveyed to identify any families without access to technology at home. Three were identified.</p> <p>Teachers have adequate home access to technology, should they be forced to work from home whilst providing daily activities and communicating with their class.</p>	<p>Following a request from the HT, one laptop has been allocated by the DfE to Wisborough Green in the event of a lockdown. As a result of a consultation with JSPC, the other two families will be loaned a school Chrome Book during that period (following completion of signed home loan agreement).</p> <p>JSPC have provided all teachers with remote access to school shared digital resources. All teachers purchased their own laptops during the initial lockdown period (future provision to be reviewed by SLT/GB).</p>	<p>Five DfE laptops eventually obtained. All allocated, resulting in 100% of children able to access remote learning.</p> <p>Teachers report improved work-life balance since the introduction of remote access for all. Files now stored and shared more effectively.</p> <p>Delay to planned purchase of teacher laptops due to speed and capability issues with class computers, with financial implications.</p> <p>To be reviewed in the Autumn term 2021. Had originally budgeted for two laptops each year for the next four years.</p>	<p>SLT</p> <p>CB/GB</p>	<p>As required</p> <p>June 2021</p>
iii. Total cost				£2,350

	Total cost	£20,343
	Cost paid through Covid Catch-Up	£16,080
	Cost paid through PTA	£ 2,254
	Donation from British Lions	£ 400

	Cost refunded by DfE	£ 1,500
	Cost paid through school budget	£ 109