



## **Covid19 Catch-up Premium**



**PRINCE REGENT**  
STREET TRUST

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The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Head teachers are able to decide how the money is spent in consultation with staff, governors and the school community. The curriculum remains broad and ambitious for all schools involved in the Prince Regent Street Trust. Indeed, all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote Education**

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

### **Teaching**

- High-quality teaching for all
- Effective diagnostic assessment. At Prince Regent we have used Rising Stars 'Mark' tool to assess children's learning after the unprecedented absences through Covid-19.
- Supporting remote learning via Seesaw
- Focusing on professional development for all staff because quality first teaching is the most effective method for improving outcomes for all.

### **2 Targeted Academic Support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support using research projects via EEF as a guide.
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND) by making best use of resources and Teaching Assistants.

### **3 Wider Strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Engaging with the school community in a Covid-secure manner.

## What are we doing at Wolviston Primary School?

We realise that the impact of the global pandemic on children's health and well-being may not be known for some time. Therefore, we will continue to place the mental health of our children at the forefront of every decision that we make. As of the October school census, there are currently 102 pupils on roll (full time). School receives £80 per pupil for the catch-up premium fund. Therefore: **£80 per pupil x by 102 = £8160**. School will receive £47.67 per pupil this financial year allocated in two separate instalments and £33.33 per pupil the next financial year.

<b>Wolviston Primary School</b>			
<b>Number on roll:</b>	128	102 – Reception to Y6	
<b>% Pupil Premium eligible:</b>	12.8%		
<b>Allocated Funding:</b>	£80 per pupil x by 102	£8160	
<b>Funding allocation:</b>	Aut: £2720	Spr: £2720	Sum: £2720 <sup>+</sup>

### Issues Identified from September 2020 as barriers to learning.

- Concerns around pupil's anxiety following lockdown
- Ensuring parental engagement levels are maintained during the 'virtual' era.
- Gaps in curriculum knowledge impacts on wider understanding of other topics.
- Key curriculum skills lost or forgotten in Reading, Writing and Maths.
- Maintaining a high attendance for all is a priority without risking safety in light of Covid procedures.
- New Reception and Nursery intake without transition and handover
- New plans for the school day create a number of logistical difficulties which could impact negatively on first quality teaching and learning.
- Adapting teaching and learning strategies to meet the 'new normal' way of teaching whilst adhering to Covid-19 safety measures.
- Wellbeing: children adjusting to unfamiliar school routines and structures.

### Evidence

We value academic research highly. Before allocating resources, extensive research has been carried out to find out best value for money and the most effective 'interventions' to support children's learning in these unprecedented times. One important source of information was the Education Endowment Foundation.

[Education Endowment Foundation | EEF](#)

Key findings from research evidenced the following:

- High-quality instruction is the most important lever schools possess.
- Targeted academic support, particularly small group tuition is highly effective.
- Flexible groupings, where pupils are allocated smaller groups based on individual needs, produce effective outcomes from an educational viewpoint and in terms of value for money.
- Effective small-group sessions are often brief, occur regularly and are maintained over a sustained period of time.

Targeted Teaching and whole-school Strategies

\*Costs have been calculated using the £80 per pupil Reception – Y6 allocated by the government. Each class has different children so this accounts for the differing amounts.

<u>Year Group</u>	<u>Actions and subjects</u>	<u>Intention</u>	<u>Cost</u>	<u>Success Criteria/Evaluate Impact</u>
Y2,3,4,5,6	Baseline all trust students to form an accurate picture of progress and possible learning loss. Tests in Reading and Maths.	- Then this will act as a diagnostic tool to inform future teaching and learning. Cost £220 per term for PUMA/PIRA Mark Tests.	£660 (yearly cost)	Tests analysed to find weaknesses. Gaps addressed and test scores/data improved. Data Checkpoints to track impact
N- Y6	Targeted interventions delivered by additional Teaching Assistants to swiftly address misconceptions in Reading, Writing and Maths.	- To overcome misconceptions in Reading, Writing and Maths that have developed during remote learning.	£TA costs	Misconceptions swiftly addressed Data Checkpoints to track impact
Y6	Support class with weakness identified in English baseline tests. Comprehension and spelling highlighted as an area of regression.	- Modelling of retrieval, inference, prediction, explanation, vocabulary and sequencing skills, using small group instruction - Spelling rules to be revised and practised, working through basic words initially to identify errors and misconceptions	30 min session x4 a week with additional teacher.	Improvements in baseline data. Data Checkpoints to track impact Improved SATs outcomes Improvement in basic spelling rule knowledge and spelling of common exception words in writing

Y3	Additional teacher to support children with reading weakness identified in baseline tests. Weak areas identified in retrieval and general understanding of texts, linked to poor sentence formation and word ordering.	<ul style="list-style-type: none"> <li>- Recap of gaps identified in phonic knowledge.</li> <li>- Targeted year 3 reading and literacy programme.</li> <li>- Emphasis on word order and sentence formation.</li> </ul>	30 min session x4 a week with additional teacher	Improvements in baseline data and reading ages. Evidence in writing books.
Y1 and 2 children from Y2	Additional teacher to support early reading and writing – Early Literacy Support. Small group work.	<ul style="list-style-type: none"> <li>- Children will be able to read and write key words and use this knowledge to write simple sentences.</li> </ul>	30 min session x4 a week with additional teacher	Children make progress and are able to read and write simple sentences.
Y2	Additional teacher to support Early Reading, phonics and independent writing.	<ul style="list-style-type: none"> <li>- Reinforcement of basic punctuation rules. Children will be able to write basic sentences independently and check for errors in punctuation.</li> <li>- Children to revisit sounds that they previously knew and pass Phonics Screening Test. Some phonics scores display regression.</li> </ul>	30 min session x4 a week with additional teacher	<p>Children make progress and start to use full stops and capital letters correctly in sentences.</p> <p>Majority of children pass the Phonics Screening Test.</p>
Y1	Additional TA to support number recognition in maths. 1:1 daily intervention.	<ul style="list-style-type: none"> <li>- One to one intervention with a child who retained none of her numbers when she returned after lockdown.</li> </ul>	10 min session x 5 a week with additional teacher	Child will recognise numbers to ten and start to add numbers. Gap will be narrowed.
Total Spend				£8,160