



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	235	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,800		

INTRODUCTION

Catch-up premium was introduced to schools, for the first time, for the 2020-21 academic year. The school will receive £80 per pupil. Our funding for the year amounts to £18,800 (235 on roll). The funding is to be used by schools to help all pupils make up for lost teaching time (resulting from the Covid-19 related school closure). Schools have the option to utilise their funding in different ways but the overarching focus is upon the provision of additional, targeted support for pupils who have fallen behind (including a specific focus upon pupils from disadvantaged and vulnerable groups). The National Tutoring Programme, through which schools can access small group tuition at a highly subsidised rate, is available to schools as a medium through which to provide the additional support that pupils may require. Schools can purchase tutoring blocks using their catch-up premium (or normal revenue budget).

HOW WILL CATCH-UP PREMIUM BE USED TO SUPPORT PUPILS AT WESTENDE JUNIOR SCHOOL?

- Targeted, small group catch-up sessions (led by qualified teachers or teaching assistants) for identified pupils who have been assessed as being most academically impacted by the school closure (pupils whose attainment has fallen from previously predicted expectations to below). Sessions will focus upon addressing specific gaps in learning (as indicated by summative assessment).
- Programme of same day interventions for identified pupils (to address misconceptions during daily maths and English lessons). This will be led by a Teaching Assistant or class teacher.

HOW DO WE PLAN TO SPEND THE CATCH-UP PREMIUM? (2020/21 Academic Year)

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>To offer high quality one to one and small group tuition (in school) in all 4 year groups.</p> <p>Recruitment of additional staff (a 0.4 teacher plus a 0.5 TA)</p>	<p>Pupils who have fallen behind (including pupils from disadvantaged and vulnerable groups) will make more than expected progress. The achievement by the end of the academic year will be line (or above) their end of year targets (as set by KS1 assessment data).</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have for those pupils who are not making good progress. (The EEF Guide to Good Planning states</p> <p><i>“Research on Teachers and TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress”</i></p>	<ul style="list-style-type: none"> • Baseline and Autumn term assessment data will be used to identify pupils requiring additional support. • Qualified teachers will plan the catch-up sessions • High quality resources (PiXL, Read Write Inc.) • Qualified teachers or teaching assistants will lead the sessions. • Regular assessment and feedback to track progress • Summative assessment to measure 	<p>SLT</p>	<p>End of Spring term 2021</p>
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			impact of the sessions		
Total budgeted cost:					£18,600
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Social and Emotional interventions when needed</p> <p>Whole class teaching of Growth Mindset and Mental Health and Well being</p>	<p>Greater proportion of PPG and Vulnerable children demonstrating a growth mind-set and independent learning skills. Identify and address children's individual barriers to learning</p> <p>Most children have skills to manage their social and emotional needs</p>	<p>Wave 1 check in data, nurture referrals with SENDCo, whole class teaching</p> <p>Teaching and Learning Toolkit Education Endowment Foundation EEF</p> <p>“Changing Mindsets sought to improve academic attainment by supporting pupils to develop a ‘growth mindset’: the theory that intelligence is not a fixed characteristic, but can instead be increased through effort. The independent evaluation found positive impacts on reading and maths scores for Year 5 students, when the approach was delivered through six structured workshops.” (https://educationendowmentfoundation.org.uk/schoolthemes/character/)</p>	<ul style="list-style-type: none"> • Whole class teaching of PSHE, Growth Mindset and whole class PiXL therapies • Two qualified nurture assistants • The school has a Designated mental health lead 	<p>All staff</p> <p>SLT</p> <p>LK</p> <p>LKi</p>	<p>Spring 2021</p>
Total budgeted cost:					£200

IMPACT: HOW WILL WE ASSESS THE IMPACT OF THE CATCH-UP PREMIUM FUNDING?

- The outcomes of ongoing formative assessment and summative assessments are used to identify pupils for whom additional targeted support should be prioritised. All pupils who are identified for, and receive, support and intervention through catch-up premium will be grouped and their progress monitored through the school's online tracking system.
- The achievement (from baseline) of all pupils supported through the catch-up premium will be closely tracked and monitored (by class teachers and senior leaders). The attainment data of individuals and groups of pupils will be analysed (at each assessment point) in order to identify individual and collective progress and ascertain the impact of the intervention and support programmes.