

Western Primary School

Coronavirus Catch-Up Premium

The government has announced £1 billion of funding to support children and young people to catch up. Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6.

This means we will receive £15,000 this year to help us support our pupils. Schools have to use this funding for specific approaches to support their pupils to catch up for lost learning over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

Barrier to getting pupils back on track:

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1
- Lack of foundations of learning in Early Years

What we plan to do:

- Undertake baseline assessments in the first weeks of the autumn term for all children to identify gaps in learning and set challenging targets for the end of the year
- Undertake phonics baseline assessments for all Key Stage 1 children and those children in Year 3 that should have resat the phonics screening in June 2020 to ascertain what phonics intervention may be needed
- Subsidise the cost of an additional teacher employed to work 5 mornings a week in EYFS to support the current Reception cohort
- Subsidise the cost of an additional teacher employed to work 5 afternoons a week to provide intervention in KS2
- Subsidise the cost of an HLTA to work 5 afternoons, providing out of class intervention for children in KS1
- Provide regular opportunities for children to express feelings and anxieties and to ask questions

- Bespoke plans to support SEND pupils (graduated response cycle)
- Termly Pupil progress meetings in place to identify those children working below expectations and to define individual and specific interventions to get all pupils back on track
- Pupils at risk of persistent absenteeism identified and monitored daily
- Thorough moderation of core subjects by subject leaders, Key Stage teams and SLT to ensure consistency in summative assessments
- Planned program of monitoring including book scrutiny and learning walks