

Catch-Up Premium Plan

Whitby Heath Primary School



Summary information

School	Whitby Heath Primary School					
Academic Year 2021-22	No of pupils 420	Catch Up Premium - estimated between £5,481 & £7,552 (£13-£18 per pupil)	Recovery Premium - based on 75 eligible children, estimated £10,875 (£145 per PP pupil)	School Led Tutoring Grant - £5,670	Total Premium	£22,026.50 - £24,097.50

Guidance

Leaders at Whitby Heath Primary School are committed in ensuring all catch up funding is used effectively to make the greatest difference to children's outcomes after the COVID19 lockdowns in 2020 and 2021. Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). 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.

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID19). The Government has committed to further funding being made available for 2021/22 academic year following further partial closures of schools in Spring 2021. It will not be added to schools' projections in calculating future years' funding allocations and funding from Recovery and School Led Tutoring Grants will be used to further support Pupil Premium and Disadvantaged Pupils in school.

Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During bubble closures, self isolation and partial school closures in Spring term 2021, our pupils had access to remote learning through our use of the Seesaw platform. In addition, some of our families had no access to technology during the partial school closure. These families were provided with devices and technology support them.

Despite the hard work from staff, pupils and parents and carers, there have been varying levels of engagement from pupils throughout partial school closures and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Whitby Heath Primary School is to raise the attainment of all pupils to close the gap created by COVID19 school closure.

Barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible.

Primarily, using the catch up funding available, school will be using additional teachers to target identified children across all year groups. This will be enhanced through additional intervention programmes being delivered with planned CPD for staff focused on our Rainbow Recovery Curriculum to ensure a sustained response and to ensure attainment is improved long term. Some money will also be used for developing children's resilience and well-being so that they can strengthen their learning behaviours ensuring that they will become successful learners long term.

Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have used the government recommended '*Covid-19 Support Guide for Schools*', published by the Education Endowment Foundation (EEF) as well as the DfE School -Led Tutoring Guidance, to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

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</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a Coronavirus (COVID19) support guide for schools with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

Identified impact of lockdown

Maths	<p>Specific content has not been covered in the level of depth required due to lockdowns, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths and the lockdowns have not affected their attitudes however, they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Pupils missed the regular, daily practise of key arithmetic skills and so are less secure or show gaps in their knowledge of prior years' calculations. This is reflected in formative and summative assessments.</p>
Writing	<p>Children have lost essential practising of writing skills. Grammar, punctuation, sentence composition, handwriting and spelling specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdowns are less affected, however, those who have not maintained regular, quality writing have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdowns more than any other subject. This is something that was more accessible for families and required less teacher 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. Gaps in early reading skills and phonics have also been affected. The bottom 20% of readers have been disproportionately impacted.</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 as well as developing their cultural capital.</p>
Learning Behaviours	<p>Children's learning behaviours, including their self confidence, ability to work independently, willingness to cooperate, interact and learn with peers, problem solving skills, enthusiasm about learning and personal responsibility, are key drivers to their success as learners. The adjustment from remote learning to in school learning and back again has negatively impacted some children's previously positive learning behaviours and gaps in these behaviours have to be addressed to secure confident learning in all areas of the curriculum.</p>

Intended outcomes	
1.	At the end of Key stage 1 and 2, proportions of disadvantaged pupils meeting ARE in writing, reading and Maths, to be at least in line with national.
2.	Secure high standards achieved in reading, writing and maths at the end of key stage and year
3.	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid19.
4.	Attainment for all children is at least in line with national data for GLD.

Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged pupils to meet ARE in reading, writing and maths.	Internal data Pupil progress meetings IDSR/ASP/SPS			
All teachers to use termly assessment data from Educater to target children for intervention to ensure % of pupils achieving expected and higher standards in reading, writing and Maths across school increased from baselines on entry in September 2021.	Internal data Pupil progress meetings IDSR/ASP/SPS			
Assessment data shows percentage of pupils meeting expected standard in phonic screen check is at least in line with national figures after impact of closures for Covid19.	Internal data Phonic screen checks Autumn 2021 and Summer 2022			

Progress in phonics is strong from baselines in September 2021.	IDSR/ASP/SPS			
Monitoring evidence shows all children have the opportunity to revisit and embed skills across all areas of learning, within a coherent and ambitious EYFS curriculum so that attainment for all children is at least in line with national data for GLD.	Internal data IDSR/ASP/SPS			

	Planned expenditure			Total budgeted cost:		£98,802	
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impacts
Quality of teaching for all	Embed the Whitby Heath Way Curriculum alongside the Rainbow Recovery Curriculum to address gaps in learning through the use of additional teachers and class teachers to deliver interventions to groups of pupils across all year groups. Pupil progress meetings in Autumn	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments Attainment for pupils in line with national for reading,	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Pupil Progress meetings and tracking Evidence from F&F monitoring of books Pupil voice	RJ/EW/CM/ Phase Leads	December 2021 March 2022 July 2022	

	<p>term to evaluate children not on track based on return to school baselines.</p> <p>(Additional teachers: £98,662)</p>	<p>writing and Maths.</p>					
	<p>Teachers to deliver additional phonic teaching using RWInc catch up sessions for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1.</p> <p>(Additional teachers: £98,662)</p> <p>Beanstalk readers to support 1:1 reading for targeted children bi weekly</p> <p>(£330-£660)</p>	<p>Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.</p> <p>Targeted children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p>	<p>Phonic teaching can give up to 4 months impact (EEF Toolkit)</p>	<p>Progress and attainment tracking for phonics across EYFS/KS1</p>	<p>SB</p>	<p>December 2021</p> <p>March 2022</p> <p>July 2022</p>	

		They will be confident readers and dips in reading attainment will be negated.					
	Interventions delivered to ensure all children have the essential knowledge and skills for foundation subjects taught, including vocabulary acquisition. (Additional teachers: £98,662)	Attainment in foundation subjects in line with reading, writing and Maths.	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Evidence from F&F monitoring of books Pupil voice	Subject leads	December 2021 March 2022 July 2022	
	Invest in a range of CPD opportunities, including National College's online and live courses, for all staff to give all leaders and teachers the skills to respond to pupils' needs across year groups and in individual classes with a focus on metacognition and self-regulation linked to our tracking of and the teaching of	Teachers have the necessary skills and knowledge to respond to children's needs.	Quality targeted CPD ensures consistently high quality T&L underpinned by our agreed T&L Handbook	Monitoring of T&L against agreed T&L Handbook Learning Behaviour tracking	RJ/EW/CM/Phase Leads	December 2021 March 2022 July 2022	

	positive Learning Behaviours for all children. £850 annual subscription						
	Further develop CPD plan for TAs and deliver training in house for areas such as marking and feedback, metacognition and self-regulation. Develop subject knowledge for teaching of writing.	TAs to continue to develop skills and subject knowledge to support the class teacher and deliver high quality interventions.	Quality targeted CPD ensures consistently high quality T&L underpinned by our agreed T&L Handbook	Intervention tracking.	CM/Phase Leads	December 2021 March 2022 July 2022	

Targeted Academic Support	Planned expenditure			Total budgeted cost:		£1,678	
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impacts
	Third Space 1:1 Maths Tuition for targeted Y5/6 children supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Attainment gaps narrowed in key skills in Maths for targeted children	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Training for key staff. Pre intervention and post intervention assessments.	ABur/CM/EW/RA	December 2021 March 2022 July 2022	

<p>IDL Numeracy for low attaining children in Key Stage 2. Supporting progression and confidence of basic numeracy skills through interactive activities based on their assessed level of need. Access built into daily Target Time.</p> <p style="text-align: right;">£279</p> <p>IDL Literacy for low attaining children in Key Stage 2. Supporting progression and confidence of basic Literacy skills through interactive activities based on their assessed level of need. Focus on spelling and reading. Access built into daily Target Time.</p> <p style="text-align: right;">£279</p>	<p>Attainment gaps narrowed in key skills within Maths and English for Low attaining children in KS2</p>	<p>Trial session demonstrated positive impact of improved test schools, pupil voice feedback evidenced good engagement and impact.</p> <p>Evaluation of reading and spelling attainment gaps.</p>	<p>Pre intervention and post intervention assessments.</p> <p>Pupil Progress meetings and tracking</p> <p>Pupil Voice</p> <p>Reading and Spelling Ages taken at least termly on IDL.</p>	<p>CM</p>	<p>March 2022</p> <p>July 2022</p>	
<p>First 4 Maths Step Up to Year 6 resource for Y6. Online 24 session programme for Year 6.</p> <p style="text-align: right;">£400</p>	<p>Attainment gaps narrowed in key skills on Maths for Y6 children</p>	<p>Support TAs in delivering intervention sessions that develop children's understanding of the key concepts of number from the Year 5/6 curriculum to address gaps so</p>	<p>Pupil Progress meetings and tracking</p> <p>Evidence from F&F monitoring of books</p> <p>Pupil voice</p>	<p>EW/CarW/RA/ABur/AW</p>	<p>December 2021</p> <p>March 2022</p> <p>July 2022</p>	

			that they cover number content with confidence.				
	Pathways to Progress £720	Attainment gaps narrowed in key skills in writing for targeted children	Small group tuition can give up to 4 months impact. (EEF Toolkit) Teachers/support TAs in delivering intervention sessions that develop children's understanding of the key concepts in writing to address gaps so that they cover in-class content with confidence.	Pupil Progress meetings and tracking Evidence from F&F monitoring of books Pupil voice	RJ/ABur	December 2021 March 2022 July 2022	

Wider Strategies	Planned expenditure		Total budgeted cost:			£7,900	
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impacts
	Seesaw used for online, remote learning for all pupils across the school. Introduced Autumn term 2020 to ensure children, staff	All children are able to access education remotely when	Evaluation of remote learning offer during partial school closure in Spring/Summer	Daily logs on CPOMS Weekly monitoring - Phase Leads	RJ/EW/CM/ Phase Leads/Learning Mentors	December 2021 March 2022 July 2022	

<p>and parents/carers become familiar with this for use for any bubble/school closure moving forward.</p> <p>Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents/carers can sustain home-learning.</p> <p style="text-align: right;">£2,800</p> <p>Ensure engagement with school from all children self isolating (or not in school due to school closure) is high through the use of daily contact via Seesaw from teachers, safe and well calls and Phase Lead check calls as needed.</p>	<p>isolating/not in school so that outcomes for pupils are maintained</p>	<p>2020 indicates a need to ensure daily video contact and T&L for all children.</p> <p>The use of S&W calls during</p>	<p>Bi weekly SLT monitoring/meetings</p>			
--	---	---	--	--	--	--

	<p>To further develop our PSHE/EHWP provision across school.</p> <p>Timetabled quality well-being initiatives across school through the use of My Happy Mind and the WHPS Rainbow Recovery Curriculum</p> <p style="text-align: right;">£5,500</p>	<p>Social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.</p>	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>Learning Behaviour tracking</p> <p>Evidence from F&F monitoring of books</p> <p>Pupil voice</p>	<p>GB/EA</p>	<p>December 2021</p> <p>March 2022</p> <p>July 2022</p>	
	<p>Children will have access to high quality outdoor learning which will be engaging and offer the opportunity to apply skills across the curriculum.</p>	<p>All classes will have regular opportunity to learn outside the classroom across the curriculum.</p> <p>There will be opportunity for all classes from Y1-6 to complete Forest Schools sessions with a FS specialist (Anthony Hadfield).</p>	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit). This will have a positive impact on wellbeing.</p>	<p>Outdoor planning</p> <p>Outdoor learning monitoring</p> <p>Pupil voice</p>	<p>RJ/NO/EW/CTs</p>	<p>March 2022</p> <p>July 2022</p>	

		This will also work as CPD for class teachers during the sessions.					
--	--	--	--	--	--	--	--

	Total paid through Covid Catch-Up	£22,026.50 - £24,097.50
	Total paid through Pupil Premium	£76,597 (see PP overview)
	Total overall income	£98,623.50 - £100,694.50
	Total overall spend	£108,710