



## Watlington CP School – Covid Catch up Premium Funding (2020-21)

Our motto “Growing and Learning Together” provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations it is likely that some forms of support will be particularly beneficial to disadvantaged”  
(Covid-19 Support Guide for Schools – June 2020)

### **Funding Allocation**

Schools allocation is on a per pupil basis, providing each mainstream school with a total of **£80** for each pupil in YR-Y11

### **Payments**

This funding will be provided in 3 tranches. Schools will be provided with an initial payment in Autumn 2020, based on the October census, then a 2<sup>nd</sup> payment in the spring term of 2021. A further payment will be paid in Summer 2021. Schools will receive a total of **£46.67** per pupil in the financial year 2020-21 and **£33.33** per pupil in financial year 2021-2022. It is anticipated that Catch-up funding will be payable in the academic year 2020-21 only.

### **Use of funds**

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 and the EEF school planning guide, 2020-21.

As with all funding schools and leaders are accountable for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible,

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch up from September, including their plans for use of catch up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance – coronavirus (COVID-19) catch-up premium – updated 24/8/2020)

## Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils

## Targeted Academic Support

There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

## Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

## Summary Information

School	Watlington CP School			
Academic Year	2020-21	Total catch up funding - £80 pp x 163 = £13040		
Autumn / Spring funding in Financial Year 2020-21	2 payments £3803.61 £3803.60	Summer Funding in Financial Year 2021-22	£5432.79	

## Context of the school

- Our proportion of disadvantaged pupils is average at 15% of the pupil population.
- The vast majority of pupils in Years R-6 engaged with the online learning that was set by each class teacher when the school was closed to most pupils in March 2020.
- Upon reopening the school, we had 100% attendance in the first week in Years 1-6. Reception children were brought into school on a staggered basis over 2 weeks to support the transition as this was not possible during the summer term.
- The school closed fully over the summer holiday period. This was crucial in terms of teacher workload and staff mental health and emotional wellbeing. This allowed for staff to come back to what has and will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- It was agreed that the use of consistent, beginning of the year baselines in reading, writing and mathematics were used to ascertain which pupils need more targeted support for catch up and what support and interventions would be best employed.

## Barriers to Future Attainment

		Barrier	Desired Outcome
Teaching priorities	A	Remote learning limited due to platforms used and can be developed further this year to improve access to learning at all for all pupils who are forced to self-isolate	A strong remote learning offer in place. The use of Teams is developed to support some live streaming of lessons. Weekly homework activities are uploaded and feedback given when appropriate
	B	Children have been observed as having a lack of stamina and resilience following the school closure. School to focus on strategies and support in this area.	To increase children's resilience and self-confidence by Summer 2021
	C	Lack of technology to support remote learning for some pupils	All pupils have equal access to remote learning and not disadvantaged by lack of technology

Targeted Academic support	D	Pupils in Key Stage 2 may have had limited access to reading materials during the summer term and reading ages are lower than expected.	Reading skills improved and accelerated progress in reading ages to be demonstrated term by term.
	E	Some children have been assessed as being “behind” from either their expected level or from their assessed level in March 2020. Staff to use baseline assessments to ascertain where all pupils are in relation to age related expectations in RWM and target appropriately.	Pupils make accelerated progress in Key areas by Summer 2021
	F	Pupils may have had limited access to specific mathematics teaching in relation to age related expectations	Pupils make accelerated progress in Key areas by Summer 2021
Wider Strategies	G	Some pupils may struggle to settle back into school and class routines and may have limited concentration and stamina due to Covid-19 and lack of structured learning experiences since school closure in March 2020.	All pupils are able to focus on their learning during lessons and concentration and stamina levels show marked improvements.
	H	Some pupils may struggle to settle back into school due to traumatic events or loss.	Pupils are supported to deal with loss and trauma and are able to focus on learning during lessons.

### Teaching Priorities i.e. professional development and support

Barrier	Action	Desired Outcome	Evidence Source	Cost	Baseline data	Person Responsible	Impact /Evaluation
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A	<p>CPD provided for staff on remote learning and the effective use of online platform (Teams) Children trained in IT lessons in its use.</p> <p>Teams trialled in Y5/6 for remote learning in Autumn 1.</p>	<p>New platform in place and staff, pupils and parents are able to use it effectively.</p>	<p>To use Teams as an effective learning platform</p>	<p>Nil – LA funded</p> <p>IT technician signposted training – free.</p>	<p>Not used in Summer term apart from a trial Y6 (now left) session in July 2020</p>	<p>HT to facilitate – each T to be responsible for own training and trialling of its use in their class, depending on cohort.</p>	
B	<p>Use of SkillsBuilder – skill of the month focus to support children in developing resilience and problem solving as well as key skills for Life.</p>	<p>Children more capable of being resilient, solve problems etc.</p>	<p>SkillsBuilder resources in every class. Assemblies and children using each skill as part of their learning on a daily basis e.g. recognising they are problem solving, active listening, or staying positive.</p>	<p>£500 – use of projects only – rest initially allocated for visits etc. not purchased.</p>	<p>All classes baselined in CPD session on 30.9.20</p>	<p>HT to facilitate - each class T responsible in own class</p>	
C	<p>Purchase a number of tablets for</p>	<p>All pupils have equal access to</p>	<p>Purchase at least 1 iPad per class</p>	<p>£2100</p>	<p>Technology survey</p>	<p>HT and IT technician to facilitate</p>	

	specific use of families without technology.	technology for remote learning	for self-isolating pupils / families.		completed by each parent		
Total				<b>£2600</b>			

### Targeted Academic support i.e. structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired Outcome	Evidence Source	Cost	Baseline data	Person Responsible	Impact /Evaluation
D	<p>Reading Plus to be extended to rest of key Stage 2 to support accelerated reading and improve comprehension skills</p> <p>Purchase of Reading Egg – similar to Reading Plus for KS1 and some children in KS2</p>	Reading skills improved and accelerated progress in reading ages to be demonstrated term by term.	Previous data from Y5 and Y6 have shown that this is an effective strategy. Those children who continued to use Reading Plus in the summer have maintained and increased their reading age.	<p>£1750</p> <p>£880.20</p>	Reading plus and Reading Eggs supports baseline data as each child logs on and starts the programme.	SA – AHT and HT/SENCo	
E	Targeted 1:1 and Group interventions to	Pupils make accelerated progress in	EEF evidence shows that targeted support	£40 p/h for each teacher -	Baseline data by each class teacher –	Each teacher responsible for own class.	

	support accelerated learning by teaching and other allocated staff	key areas busy Summer 2021	by Teachers is more effective  Baseline identifies key pupils and areas End of year assessments to check for progress	£3000 (2 teachers 2x wk. Oct half term – May)	either statutory papers, NFER or EYFS baseline		
F	White Rose Hub (WRH) premier teaching videos and resources to support accelerated learning and missed teaching points	Pupils make accelerated progress in key areas by Summer 2021.	Mastery and WRH shown to be an effective method for maths progression.	£99	Baseline data by each class teacher – either statutory papers, NFER or EYFS baseline.	Each teacher responsible for own class.	
Total				£5729			

### Wider strategies – i.e. behaviour approaches, mental health and social / emotional support

Barrier	Action	Desired Outcome	Evidence Source	Cost	Baseline data	Person Responsible	Impact /Evaluation
G	To embed behavioural approaches with children.	Maintain high / positive levels of behaviour that we expect	Much work was done by class teachers in the summer term to maintain the Family ethos of	None initially  Mental health	Class based ongoing assessments of children's emotional and	HT and SENCO to overview	

	<p>Mental Health champion training (HT/ SENCO)</p> <p>Encourage staff to access emotional wellbeing support if needed</p>	<p>from our children.</p> <p>All pupils are able to focus on their learning during lessons and concentration and stamina levels show marked improvements.</p>	<p>the school and to be a point of contact and support for parents and children. Children have been eager to return to school and attendance remains high.</p>	<p>training may incur costs</p> <p>Support provided free from the LA for a limited time</p> <p>Staff can also access wellbeing facilitator (included in costs below)</p>	<p>behavioural needs during Autumn 2020 and beyond.</p>		
H	<p>Use of a school counsellor to support children and families (as well as staff) who may be feeling</p>	<p>Pupils are supported to deal with loss and trauma and are able to focus on learning</p>	<p>Evidence through observation of children and reports form facilitator.</p>	<p>Wellbeing facilitator One day a fortnight from Dec</p>	<p>Children identified and referred by Class Teachers of parents</p>	<p>HT to coordinate</p>	

	vulnerable, have suffered loss or trauma as a result of Covid19	during lessons. Children have a point of contact if they are in need of support		– July 2021 £4900			
<b>Total</b>				<b>£4900</b>			

<b>Total allocated</b>	<b>£12229</b>
<b>Total left</b>	<b>£811</b>

Head Teacher:	R McGlone
Date:	10 November 2020
Monitoring Governor:	T Folland
Date:	10 November 2020
Chair of Governors:	K Samouelle
Date:	10 November 2020