
Westfield Primary School Catch Up Premium Strategy

SUMMARY INFORMATION

Total number of pupils: Rec – Y6	401	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32, 080		

STRATEGY STATEMENT

At Westfield Primary School, we are using the catch up funding to support us in closing the gap for all pupils following school closures due to Covid 19. Our main priority is to ensure children are ready for the next stages in their education.

Identified Impact of School Closure due to Covid 19

Reading	On return to school, a decline in reading fluency and accuracy was apparent. There had been much work on VIPERS comprehension skills prior to lockdown but children seemed less able to apply the skills they had developed previously.
Writing	On return to school, children's stamina to write a sustained piece of work was the most noticeable difference. Children had not necessarily lost their writing skills but had forgotten basics eg. Sentence structure and punctuation, and needed very clear instruction to support this. Consequently more opportunities are planned to give children opportunity to write at length eg. Free Write Friday.

Maths	Prior to the children returning to school, the units of work that had been missed were identified by the maths lead and organized into bitesize activities that could be taught by changing the focus of some fluency lessons or by linking to upcoming topics this year. NTS testing confirmed that there are clear gaps in the children's knowledge which need addressing through amendments to the teaching sequence and small group 1:1 catchup.
EYFS - Reception	As a school we recognised that children in reception had missed a significant amount of the Early Years curriculum and the benefits that continuous provision can provide to the development of their social, emotional and language development.
Social and Emotional	Prior to returning to school in September, a survey was sent out to all parents asking them to identify and worries or anxieties they, or their children had. This identified needs such as children having suffered some bereavement in their families or children being very anxious about leaving their parents. This was shared with all staff and activities planned with our pupil support mentor to meet with these children on the return to school.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Dip in reading accuracy and comprehension following long period out of school
B	Gaps in knowledge of mathematical concepts
C	Anxieties and mental health awareness has been impacted by time out of school
D	Provide Year 1 children with reception style continuous provision to ensure they have the wider skills needed to access their personal development and the Year 1 curriculum.

Planned Intervention Strategies					
Action	Timescale	Costing	Intended Outcome	Staff lead	When will you review this?
A Dip in reading accuracy and comprehension following long period out of school					
Implement reading fluency and accuracy checks for all children across school Y1 – Y6	Autumn Tem	NA	Children's reading fluency and speed will improve through individually targeted support Gaps close in standardised scores. Increase in accuracy through Accelerated Reader quizzes	Pam A	Half termly Pupil progress meetings plus key data review points
Continue to timetable VIPERS comprehension sessions across school	Across the year	Subscription to Literacy Shed to access supporting materials	Children have common approach to understanding and interpreting texts, increasing their comprehension and understanding of a wide range of text types. Gaps close in standardised scores. Increase in accuracy through Accelerated Reader quizzes	Nicola J	Termly monitoring
Purchase additional reading material for children to access if isolating so Accelerated Reader activities can continue	Autumn Term	£1300	Increased accuracy on Accelerated Reader through accessing quizzes regularly,	Emma L	Half termly

Identified children to access 1:1 or small group support/intervention to close gaps	Spring Term 21	M6 teacher Y5/6 Catch up online tuition £9,000	Following pupil progress meetings and analysis of data collected through NTS assessments (Summer Paper) Oct 20 and (Autumn paper) Dec 20, children will be identified for intervention to address specific gaps (use of Rising Stars SHINE) Gaps will be closing in standardised scores and teacher assessment by next assessment points	SLT	March 21 June 21
B Gaps in knowledge of mathematical concepts					
All children across school access fluency lessons which will; a) improve accuracy of mental skills b) build on prior subject knowledge to close gaps in preparation for new curriculum	Starting Autumn term to run throughout the year	NA	Gaps in children's understanding are addressed and revisited following new teaching. Mental skills refocused. Gaps will be closing in standardised scores and teacher assessment by next assessment points	Sarah B	Termly
Identified children to access 1:1 or small group support/intervention to close gaps to address key	Spring Term 21	M6 teacher Y5/6 Catch up online tuition £9,000	Following pupil progress meetings and analysis of data collected through NTS assessments (Summer Paper) Oct 20 and (Autumn paper) Dec 20, children will be identified for intervention to address specific gaps (use of Rising Stars SHINE) Gaps will be closing in standardised scores and teacher assessment by next assessment points	SLT	March 21 June 21
Additional TA to ensure each class has support (Y3)	Sept 20	£13000	All children in Year 3 have additional support for daily teaching of maths and English	SLT	Half termly Pupil progress meetings

C Anxieties and mental health awareness has been impacted by time out of school					
Learning Support mentor spends more time working in class with identified children to support their approach to learning	Sept 20	NA	Children are given support to help them access their learning and close the gap in standardized scores.	Sally B and Pam A	Weekly review Termly data review
D Provide Year 1 children with reception style continuous provision to ensure they have the wider skills needed to access their personal development and the Year 1 curriculum.					
Teaching Assistants supporting Year 1 have reception experience and knowledge of the EYFS framework	From September 2020	NA	Gaps in children's development are supported by appropriate TA support/intervention	Louise T	Termly
Environment is supportive of access to continuous provision activities indoors and outdoors. (change classrooms for Year 1)	From September 2020	Redistribution of resources and equipment	Children access a wide range of activities with appropriate adult support / intervention to cover all areas of EYFS framework	Louise T	Termly
Total budgeted cost:					£32,300