

Our Lady of the Wayside Catholic Primary School

COVID-19 Catch Up Premium Funding 2021/2022

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

School allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.

Schools have the flexibility to use funding in a way that suits their cohort and circumstances, but with a particular focus on disadvantaged and vulnerable pupils as it is likely that these groups will be most affected.

Summary Information	
Total number of pupils	446
Per Pupil Rate	£80
Allocation for year	£34, 080

Approach

At OLW Primary School, our approach to catching up on lost learning is based upon the principles outlined in the EEF Guide to Supporting School Planning. “The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders’ existing school improvement planning efforts.

The 3 tiers are:

Tier 1. Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important. High-quality assessment and sustained professional development are essential to great teaching.

Tier 2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support, such as intervention programmes and 1:1 tuition, can have for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be a key component of effective planning for the new academic year.

Tier 3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Action Plan					
Chosen Action/Tier	Desired Outcome	The Rationale	Evaluation	Staff Lead	Review Date
<p>CPD Early Reading</p> <p>Tier 1 Teaching</p> <p>All staff trained at Level 1 – General understanding of phonics and Early Reading</p> <p>Level 2 – Staff delivering phonics receive specialised training so are able to deliver high quality synthetic phonics</p> <p>Level 3 – Staff trained to support new members of staff (Specialised Phonic Assistants)</p> <p>Purchase and use of new phonics programme, Little Wandle</p>	Improved reading fluency	<p>The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education, and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background.</p> <p>(Rt Hon Nick Gibb MP, Minister of State for School Standards)</p>	<p>Monitoring</p> <p>Phonics Check</p>	Early Reading Lead SB	Ongoing/ Summer 2022

Purchase of additional Rocket Phonic Books – Y3					
CPD – Reading comprehension skills Tier 1 Teaching Tier 2 Targeted Support	Improved comprehension skills across school particularly inference and vocabulary skills	<p>Guided Reading in groups has been difficult, particularly since Covid impact and most year groups are struggling to manage it.</p> <p>Children are finding it difficult to record their ideas.</p> <p>Guided Reading as a whole class using a full text can be counterproductive and very difficult for the teacher to judge progress.</p> <p>Guided Comprehension as a class using a short extract already geared towards year groups seems to be the way forward to enable us to meet NC expectations.</p>	Monitoring	Reading Lead DU	Ongoing
CPD – Retrieval Practice Tier 1 Teaching	Children to know more, remember more and be able to do more with the knowledge gained	Retrieval practice is any strategy that involves pupils retrieving material that they have previously learned from their long-term memory.	Monitoring	Deputy Headteacher CA	Summer 2022

		<p>It strengthens memory and so forgetting is less likely to occur in the long-term.</p> <p>Retrieval practice has been identified as being the most effective strategy for long-term memory in many studies and papers.</p>			
<p>CPD – Precision Teaching</p> <p>Tier 1 Teaching Tier 2 Targeted Support</p>		<p>Precision teaching is a way of <u>planning</u> a teaching programme to suit the needs of an individual pupil</p> <ul style="list-style-type: none"> • a systematic way of structuring and <u>monitoring</u> an intervention • a way of <u>evaluating</u> the programme to find out how effective it is. <p>Aids retention of key knowledge e.g. reading of high frequency words, number bonds, times tables</p>	Monitoring	SENCO (CA)/Assistant SENCO (KS)	Summer 2022
<p>Drop-in session with specialist teacher</p> <p>Tier 1 Teaching Tier 2 Targeted Support</p>	Barriers to learning are identified and strategies put in place to overcome barriers and ensure progress of all learners.	It is Important that teachers have the strategies to fully support children with barriers to learning. Libby Whitson, (Specialist Teacher for Cognition and Learning) supporting teachers with personalised approaches for those children who they are most concerned about.	Professional discussion meetings	SENCO (CA)/Assistant SENCO (KS)	Summer 2022

<p>Provide high quality 1:1 and small group tutoring. These will be: intensive (focused around key concepts and taking place over a short period of time); targeted at pupils' specific needs; carried out by tutors (teachers) who are well trained</p> <p>Tier 1 Teaching Tier 2 Targeted Support</p>	<p>To recover lost learning and close the attainment gap.</p> <p>Pupils will be able to read with greater fluency</p>	<p>Access to support and interventions to boost attainment and progress to bridge the gaps in English and Maths EEF evidence of appropriate intervention</p>	<p>Review of intervention impact</p>	<p>Phase Leaders SENCO (CA)/Assistant SENCO (KS)</p>	<p>Termly</p>
<p>Ensure that pupils have access to remote learning technology in the event of self-isolating</p> <p>Tier 1 Teaching Tier 2 Targeted Support</p>	<p>Children will continue to receive a high quality remote provision if self -isolating</p>	<p>Access to a high quality remote curriculum will enable children to continue to make progress</p>	<p>Loan of equipment. Support from staff as and when required.</p>	<p>Phase Leaders</p>	<p>Termly</p>
<p>Continue to fund SISS specialist individual assessments (e.g. SEMH, CLD assessments) and a</p>	<p>Identification of causes for difficulties observed which are impacting on learning and progress of a child. To enable children to narrow the gap</p>	<p>Underlying needs identified as early as possible through specialist assessment and appropriate strategies put in place to support learning. Early intervention is key to successful learning.</p>	<p>Professional Discussion Meetings</p>	<p>Phase Leaders SENCO (CA)/Assistant SENCO (KS)</p>	<p>Termly</p>

<p>dyslexia screening programme</p> <p>Tier 2 Targeted Support</p>	<p>through specialist support to accelerate their learning.</p>				
<p>Continue to provide social and emotional support for children who are experiencing difficulties through in-house mentoring sessions and specialist support and CPD from the SEMH Team where necessary and intervention groups:</p> <p>Cookery Intervention</p> <p>Gardening Intervention</p> <p>Big Cook, Little Cook</p> <p>Small anxiety group</p> <p>The Den (soft start to the day)</p> <p>Tier 3</p>	<p>Improved self-esteem, social skills and resilience; skills to help cope with emotional difficulties and in turn lead to a positive impact on learning.</p>	<p>A high percentage of children post-covid have presented with anxieties which is impacting socially and academically. Proactive strategies to support children will improve well-being and academic achievement.</p> <p>‘Barry Carpenter’s 5 Levers of Recovery</p>	<p>Review of interventions</p>	<p>SENCO (CA)/Assistant SENCO(KS)</p>	<p>Termly</p>

To ensure good attendance rates for all groups of children and to provide pastoral support. Tier 3	Continue to fund a Community and Family Support Worker to engage in targeted work with some of the disadvantaged children and families with a particular focus on attendance.	Attendance impacts on attainment	Attendance monitoring	Family Support Worker (SL)	Monthly
Additional specialist support assistants for Communication and Interaction and Cognition and Learning Tier 2	To ensure that children receive appropriate emotional, social and academic support	Needs and complexity of needs of children have increased. Specialist staffing capacity increased to fully meet the needs of children especially with ASD and specific learning difficulties such as dyslexia and dyspraxia.	Review of SEN Team approach Summer 2022	Deputy Headteacher/SENCO (CA)	Summer Term 2022
Sports coach to lead 1:1 individualised programme Tier 3	To increase fitness levels and improve wellbeing for all pupils.	The 'Personal Best Challenge' comprises children meeting with Mr Staley (PE and Sports Coach) on a weekly basis to try and beat their own previous best in five different categories. These are linked to throwing, catching, jumping, balance and agility. Children will be encouraged to practise their five	Review	Mr Staley	Summer Term 2022

		activities throughout the week at home and in school.			
OLW 1:1 Project Tier 1	To ensure that all children have instant access to an ipad throughout their lessons.	This pilot project is to explore whether instant access to an ipad engages children more in their learning and facilitates learning. Currently trialled in Y1, Y3, Y6.	Review	Y6 teacher – JP Y3 teacher – KM Y1 teacher - AC	Review Summer Term 2022