

Catch-Up Premium Plan for Waterfield Primary School 2021-2022

This report is in two parts currently.

1. Catch-up 2020-21 – Report held on Website [Catch-up-Grant-Budget-Plan-Waterfield-Ongoing.pdf](#)

2. Catch-up 2021-22, Recovery Premium Funding 2021-22 and School Led Tuition Grant

This is a working document and will be updated and included at Governor Meetings Termly

Summary information					
School	Waterfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12,325 (21-22 Allocation) + £969.32 (Carry Over) Total £13,294.32	Number of pupils	Updated January census 2022 321 (excluding Nursery)

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
--------------	---------------------

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](#).

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Improved curriculum opportunities

<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 (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers
--	---

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has 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. This is reflected in arithmetic assessments.</p>
Oracy	<p>A significant group of children have certainly missed discussion, talking in complete sentences and new vocabulary. This has tended to be those children who have also gone backwards in reading and writing as well. Younger children and those in Lower Key Stage 2 (who have been affected throughout Key Stage One by the pandemic) have a reduced technical vocabulary at their disposal and there seem to be gaps in receptive understanding – therefore Vocabulary and Oracy will need to be taught explicitly.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however, those who did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their writing. Inspiration and imagination in creative writing have also suffered, resulting in non-core subject influence in writing depleting – a key focus will therefore also be writing across the curriculum.</p>
Reading	<p>Children accessed reading during lockdown 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 did not has increased. The bottom 20% of readers have been disproportionately affected. Phonics learning continued, although this will require embedding in Year 2 to prepare for the formal check. For many children, especially in key stage 2, access to books at their reading level has been challenging.</p>
Non-core	<p>There are now significant gaps in knowledge – 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. Whilst the Recovery Curriculum mitigates this, a great deal of work will be required on ensuring children have core knowledge provided to them in order to fully access the curriculum at a deeper level. This is especially the case in science, humanities and art. Children have also missed the curriculum experiences e.g. trips, visitors, and powerful curriculum moments, as well as the discussion that is had through such experiences.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Improved pedagogy (Supporting Great Teaching)</u></p> <p>Access to high quality texts at an appropriate reading level for KS2 pupils to encourage greater stamina and a real love of reading.</p>	<p><i>Additional purchase of further library books that correlate directly to the Accelerated Reader Programme in addition to expansion of the Phonic -led Early Reading Library for Lower School and the Early Years Department.</i> <i>Allocated Budget: £3000</i></p> <p><i>Expansion of Core reading texts across the School to provide every child with an individual copy of the Core Text to enable better quality first teaching and to enable a closer link with Home Learning.</i> <i>Allocated Budget: £1200</i></p>		JP	Termly Reading Data
<p>Development of Subject Champion for Early Reading – Phonics Focus.</p>	<p>Senior Teacher granted leadership time to develop the intent, implementation and impact of phonics teaching, linking the Early Years Department closely with Key Stage One (lower School). Including the training and support of other staff to ensure lasting impact. <i>Allocated Budget: £750</i></p>		JD	Ongoing
<p>Additional technology integrated throughout school.</p>	<p>Banks of devices on loan to families to support Home Learning. Additional Teacher Planning Hubs around School – utilised by teachers and pupils (for intervention/precision teaching purposes). Continued development of use of tablet integration to support teaching of all curriculum areas (particularly in Upper School and Reception). <i>Allocated Budget: £1500</i></p>		HH	April 22
<p>Precision Maths Skills Groups – Term 1-2 Focus Middle School (Lower Key Stage 2) leading to higher outcomes in mathematics (particularly the Year 4 Multiplications Check)</p>	<p>Led by SLT member. Resourcing of bespoke flashcards and systems of personalised precision teaching focussing on foundational skills of multiplication and division. Delivered by Learning Coaches. <i>Allocated Budget: £200</i></p>		JW	Half Termly (launch Jan22)

<p>Further purchase of 'Revision Textbooks' from CGP for Years R, 1, 2, 5 & 6 – aiding high quality resourcing for teaching lessons, supporting 'catch up sessions' and precision teaching groups.</p>	<p>Resource utilised in class and in Home Learning to support the acquisition of foundation skills in core subjects to close 'gaps' in learning. <i>Allocated Budget: £400</i></p>		JP	Termly
<p><u>Teaching assessment and feedback</u></p> <p>Teachers continue to utilise the 'Recovery Curriculum' and high Quality First Teaching to assess 'gaps' in learning providing opportunities for overlearning in order that children are ready to progress to the next stage of learning.</p>	<p>Purchase and use of assessment programmes to support ongoing assessment to support Quality First Teaching: TestBase Subscription £350 per annum Continued supplementation of STAR Maths & Reading £150 (allocated from software package) Other digital support memberships i.e White Rose, Twinkl etc. <i>Allocated Budget: £600</i></p>		JP	Termly – Data Reports
<p><u>Improved Curriculum Opportunities</u></p> <p>Developing Breadth of Curriculum to ensure gaps in cultural capital and enhanced learning experiences (missed due to pandemic and the impact thereof – which is of particular note due to School's close locality to Gatwick) are mitigated, with the aim to continue to deliver a broad and balanced curriculum that is not narrowed and is full of awe, wonder and high quality learning experiences.</p>	<p>Supplementation of to the Vehicles of Learning (Topics/Schemes of Work – please see our Website Our Curriculum Intent & Implementation Waterfield Primary School) to include memorable learning experiences, excursions and visitors to the school. Impacting positively on learning behaviours, attendance, academic achievement (e.g. writing) and giving rise to a culture of ambition. <i>Allocated Budget: £300 (+ fundraising supplementation)</i> Purchase and implementation of new Virtual Reality Headsets and Software that supports the above approaches, including Staff Training, integration into planning and utilisation both in lessons and in School Clubs. (Supported by external fundraising but contribution from this plan allocation is listed below). <i>Allocated Budget: £3000</i></p>		SLT HH	Ongoing and Termly review of VfL Launch Feb 22 Review Half Termly
Total budgeted cost				£ 10,950

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group intervention</u></p> <p>Precision & Intervention Groups set up for children to support and improve the following:</p> <ul style="list-style-type: none"> • Year 2 Phonics – Reading fluency, confidence and catch up in Early Reading. • Dojo Spelling Groups – Phonetic application and application of the fundamental high frequency words. • Advanced Reading Group – Teacher-led book group to encourage the skills of inference and bolster a love of reading for pupils in Year 4 & 5. • All teachers to engage in Registration Precision Groups – small groups targeted at need. • Apples & Pears – Phonics & Early Literacy Group children • Critical Reader Lists in ALL classes • Transition Back into School Nurture Group (increasing attendance) • Launch of School Reading Dog <p>Additional Precision Groups will respond to the needs of children with impact tracked carefully on Provision Mapper Software.</p>	<p><i>All Precision, 1:1 and Small Group Interventions will be implemented through:</i></p> <ul style="list-style-type: none"> • <i>Deployment of Staff</i> • <i>Training of Staff</i> • <i>Resourcing required for teaching</i> • <i>Impact tracking on Provision Mapper</i> <p><i>Allocated Budget: £750</i></p>		Staff in charge of provision. Managed and monitored by JW or by SLT link.	Ongoing
<p><u>Extended school time</u></p> <p>Additional School 'Clubs'/Groups offered outside of regular Schooling Hours – Extension of the School Day. Upper Key Stage 2 Maths Breakfast Group – Improved Achievement in Mathematics Additional Tuition from 8:30am for Years 4 & 5 – improved achievement in attainment in focussed areas Fitness Sports Group – improved fitness after the impact of Pandemic.</p>	<p><i>Targeted pupils invited to sessions.</i></p> <ul style="list-style-type: none"> • <i>Deployment of Staff</i> • <i>Training of Staff</i> • <i>Resourcing required for teaching</i> • <i>Impact tracking on Provision Mapper</i> <p><i>Allocated Budget: £900</i></p>		Staff in charge of Provision. Managed and monitored JP Sports EL	Ongoing
			Total budgeted cost	£1,650

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Additional Parental Meetings to ensure that parents are informed about learning, grow in confidence in supporting Home Learning (as Waterfield Co-educators) and re-establish relationships with School.	Implementation of parental engagement opportunities: Renewed Parental Information Partnership Strategy (including Website Update to reflect this). Calendar of Parental Meetings implemented. Open EYFS sessions (Term 2.2 onwards – COVID dependent) Allocated Budget: £150		SLT	Apr 21
<u>Mental Health and well-being</u> Increased Mental health and Wellbeing: Specific teaching strategies and services: Implementation of <i>Kimochi</i> Emotional Support Curriculum Resource and increased use of Wellbeing Journals to celebrate successes of children. Utilisation of Mental Health Support Worker (free Service – minor managerial and logistical cost not included in this plan, however is relevant and should therefore be listed as impact can be measured)	Staff Training dedicated to planning and use of Wellbeing Journals Staff deployment and allocation of training for Kimochi Resources Management of Mental Health Support Worker by Inclusion Team. Allocated Budget: £150		KB & HH	
			Total budgeted cost	£ 300
			Cost paid through Covid Catch-Up	£12,900
Contingency Allocation will further support the above and allocation will be updated May 2022			Contingency	£ 494.32

2021-22 – School Led Tutoring

Summary information			
School	Waterfield Primary School		
Allocation	<p>£9,922.50</p> <p>Please note whilst the costs below reflect the Grant above, full costings have been heavily supplemented by Waterfield Primary School, due to the emphasis and importance we have placed on the considerable benefit of tuition as a method of Quality First Catch up.</p>	Total Children / Pupil Premium Children	Please note many additional children access the below Tutoring groups or sessions due to the highlighted guidance below from the Department of Education.
Guidance Statements	<p>School Led-Tutoring Grant</p> <p>School-Led Tutoring should focus on providing tuition to disadvantaged pupils. This should include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.</p> <p>When implementing tutoring, schools should consider the following characteristics associated with positive teaching outcomes:</p> <ul style="list-style-type: none"> • tuition is most beneficial when it is explicitly linked to classroom teaching and pupil’s specific needs • high quality and individualised feedback is essential to a pupil’s progress • regular assessment and monitoring will ensure pupils remain on track and identify areas of focus • short, regular and sustained tutoring sessions tend to have the greatest impact • smaller group sizes lead to better outcomes for pupils • tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery • engagement can be increased by building good relationships between tutors, pupils and families 		

Desired outcome	Chosen Tutoring Methodology	Impact (once reviewed)	Staff Allocation	Cost
<p>Key Stage One English Tutoring delivering:</p> <p>All children achieving ‘Phonics Check’ in Year 2 re-examination by Jan 22.</p> <p>Increased application of phonics into spelling and basic sentence construction.</p> <p>Increased basic reading skills focus placed on decoding, fluency and basic comprehension.</p>	<ul style="list-style-type: none"> • Specialist Senior Teacher allocation • Individual short 1:1 sessions • Small Group Additional ‘English’ sessions (complimenting curriculum on rotational timetable) • Resource allocation (Funded outside of Tutoring Allocation): Funky Phonics Flash Cards, Additional Core Texts, Handwriting Books, Specialist Teaching Space, Additional phonics books 		<p>BJ</p> <p>(40%-50% timetable dedicated to Tutoring and Catch Up Programme)</p> <p>Led by JW</p>	£1850

<p>Lower Key Stage Two – Foundational Writing Tutoring Children using and applying improved phonetic awareness. Confidence in reading and writing high frequency words. Core objectives from Years 2 & 3 Recovery Curriculum document targeted to support writing attainment.</p>	<ul style="list-style-type: none"> • Specialist Senior Teacher allocation • Individual short 1:1 sessions • Small Group Additional ‘English’ sessions (complimenting curriculum on rotational timetable) • Resource Allocation (Funded outside of Tutoring Allocation): Dojo Spelling Resources, Key Word Home Learning, Additional Core Text support, Post Session support via Digital Platform and follow up with Learning Coach 		<p>BJ (40%-50% timetable dedicated to Tutoring and Catch Up Programme) Led by JW</p>	<p>£1850</p>
<p>Upper Key Stage Two: Core Subject Tutor Booster Groups Identified ‘gaps’ in core reading and mathematical skills will close. Improved application of foundation reading skills to support comprehension and inference. Improved application of core mathematical skills, enabling children to access both direct mathematical questions and improved problem solving skills. Improved progress in Reading Summative Assessment data. Improved progress in Mathematics Summative Assessment data.</p>	<ul style="list-style-type: none"> • Specialist Senior Teacher allocation • CPD Training for Senior Teacher • Individual short 1:1 sessions • Small Group Additional ‘English’ & Maths sessions (complimenting curriculum on rotational timetable) • Additional Maths Booster Breakfast Club – Run by Deputy and including provision of breakfast snack. • Resource Allocation (Funded outside of Tutoring Allocation): Assessment Software, CGP Textbooks and Workbooks, Specific Exercise Books, Core Texts, Technology (as required) in sessions and Digital Platforms for consolidation. 		<p>MS (40%-50% timetable dedicated to Tutoring and Catch Up Programme) Led by JP</p>	<p>£1700</p>
<p>Year 6 – Key Stage Three Focus Skills Tutoring – Pupils Identified as requiring CORE Skills to access Key Stage 3 (with the aim of ALL pupils being ready for the next Stage of their Education) . Core Skills: Reading – Children to have decoding and fluency skills to read with confidence and follow instructions. Writing – Confidence in core grammatical skills – ability to write short summative paragraphs. To spell with phonetic accuracy. Mathematics – Confidence in the application of the four basic operations – with EVERY child knowing and using basic written methods of computation.</p>	<p><i>Year 6 Group commencing in Term 3 – After above Upper Key Stage Two focus moves to solely Year 5.</i></p> <ul style="list-style-type: none"> • Specialist Senior Teacher allocation • CPD Training for Senior Teacher • Individual short 1:1 sessions • Small Group Additional ‘English’ & Maths sessions (complimenting curriculum on rotational timetable) • Resource Allocation (Funded outside of Tutoring Allocation): Assessment Software, CGP Textbooks and Workbooks, Specific Exercise Books, Core Texts, Dedicated Teaching Spaces, Breakfast items, Technology (as required) in sessions and Digital Platforms for consolidation. 		<p>MS (40%-50% timetable dedicated to Tutoring and Catch Up Programme)</p>	<p>£1300</p>

<p>Pastoral Transition Support (building on the STEP programme – an extended transition support programme for KS3)</p>			<p>JN – Learning Mentor Support (After School Sessions)</p> <p>Led by JP</p>	
<p>Language Acquisition/Speaking & Listening Intervention Groups – Year 3-4 (Please note group also supports Reception, however this is funded by school outside of the Grant above).</p>	<ul style="list-style-type: none"> Identified children undertake Perception Language Screening and receive targeted support through the use of the Language Link Intervention Programme in order to improve Speaking and Listening Skills, Receptive Language and Reading and Writing Skills. Working Memory and Processing improvement through tailored application of aspects of Memory Magic. 		<p>Learning Coach – AC dedicated afternoons 3 X week (minimum from Term 2.1 until End of 3.1 – for re-evaluation)</p> <p>Led by JW/HH</p>	<p>£750</p>
<p>Early Years Foundational Skills Teacher Tutoring</p> <p>Identified children for tutoring/precision teaching will have gaps in learning or slowing progress against key milestones/progression path to achieving the Waterfield Reception Non-Negotiables (which correlate and exceed ‘Good Level of Development’). This precision teaching will be delivered in 6-8 Focus Sessions (based on the Prime Areas of Learning) which deliver core objectives/outcomes as identified by HH and the Teachers. As a result, children will be ‘ready to Progress’.</p>	<ul style="list-style-type: none"> Assessment analysis based on Baseline Assessment and Internal Term 2 Teacher Assessment data on Phonics and Mathematics Skills Prime Areas of Learning - Led by HH and Teachers Specialist Senior Teacher allocation CPD Training for Senior Teacher Individual short 1:1 sessions Small Group Additional ‘English’ & Maths sessions (complementing curriculum on rotational timetable) – Maximum children in Session - 3. <p><i>To Commence in Over Term 2</i></p>		<p>LG Led by HH</p>	<p>£1500</p>
<p>Currently Unallocated Funds to respond in Term 3 Based on Data outcomes Term 2</p>			<p>HH Allocation</p>	<p>£972.50</p>
			<p>Total</p>	<p>£9,922.50</p>