



SUMMARY INFORMATION

Total number of pupils:	330 pupils (Jan 2020 census)	Amount of catch-up premium received per pupil: £80
Total catch-up premium budget:	330 x £80 = £26,400	£15,401 (2020-21) ; £10,999 (2021-22)

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
<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 for the next academic year.</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 (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>The EEF advises the fund is used to address 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	Many whole topics have been missed, particularly those that only appear in the summer term for a week or two each, leading to gaps in learning. Recall of basic skills has suffered – children are not as fluent in recalling addition facts, times tables and have forgotten once taught calculation strategies. The focus at the start of the year will be on that fluency, providing a much needed foundation for Problem Solving and Reasoning skills, as the children regain their confidence and are willing to ‘take a risk’ and accept greater challenge in due course.
Writing	Throughout lockdown, children have had access to year group curriculum content to support their writing (as part of their home learning activities). However, they lacked the opportunity to discuss their writing and have access to teacher modelling and feedback in the normal classroom environment. Specific grammar and punctuation areas has suffered, as children have missed opportunities to apply these skills more widely across the curriculum. Children have also lacked the same opportunities to self-regulate their writing and therefore edit and improve their independent writing to meet their personal targets. Handwriting has been affected for many children as they have not had to write the same content and they do not necessarily have the same stamina they previously had.
Reading	Children were well prepared for the lockdown, taking home four school library books. They were also given regular updates via Class Dojo to inform parents of free ebooks / websites to access books linked to each year group. We also enabled our Accelerated Reader programme to be accessed at home thereby allowing children to take quizzes and make progress towards their targets. Staff shared stories via our school Youtube channel and additional books were also delivered to our most vulnerable children. We accessed a grant from the ‘Getaway Foundation’ which enabled us to purchase reading books and other school resources to support our pupil premium children. Despite this access to books, children did suffer without having the daily Book Talk sessions, enabling them to discuss their thoughts in group situations and to further enhance their comprehension and inference skills. The older children seem to have lost their stamina for accessing more demanding texts and need extra guidance to support them.
Non-core	On returning to school in September the school took the decision to focus on a full and broad curriculum to ensure that pupils have the opportunity to catch up across all subjects and not just English and Maths. During lockdown online platforms such as Purple Mash, Oak Academy, Education City were used for home learning so some topics/units could be accessed by children remotely. However, there are now significant gaps in knowledge – whole units of work have not been taught in school, 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. In ICT, Purple Mash units of work are being used to allow pupils to catch up and acquire skills and knowledge they would have learned if taught in school before moving onto current year group work. They include short catch up/ crash course units of work to bridge the gap in knowledge. Across all subjects, teachers are using the whole school curriculum overviews to ensure that expected prior knowledge and skills are in place before moving into current year group work.
Disadvantaged pupils	At Winslow, 26% of pupils are disadvantaged and in receipt of pupil premium funding. Their barriers to future attainment have been identified as: <ul style="list-style-type: none"> • % PP pupils attaining ARE in each year group is below that of non-disadvantaged pupils • Pupils eligible for PP lack opportunities due to financial disadvantage and have fewer life experiences to support their learning (ie in reading comprehensions and writing) • Pupils eligible for PP suffer from low self-esteem, lack motivation and aspiration and this affects their attitude to learning. Many show ongoing signs of anxiety from lockdown / school closure • Approximately 66% of those eligible for PP are in single parent families ;in many cases this affects parental engagement and pupils suffer from a lack of support in the home learning • Attendance rater for those eligible for PP are lower than others, this is improving but remains an issue, particularly since September 2020 • Families of our disadvantaged pupils are struggling with the ongoing problems and issues resulting from the COVID pandemic including mental health

Planned expenditure - The headings below refer to 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>Supporting great teaching:</u> EYFS and KS1 children make accelerated progress in their phonics which has a positive impact on their reading skills</p> <p>Children who struggled with their phonics screening are supported in improving their reading throughout KS2 with appropriate and engaging books</p> <p>Children are able to read and comprehend longer texts</p> <p>Pupils in KS1 improve their vocabulary and sentence structure</p> <p>Pupils across the school improve their understanding of place value and calculation strategies (these are areas where gaps are evident)</p>	<p>Purchase of sets of Big Cat reading books linked to each phonics phase (split into fiction /non-fiction) (£1200)</p> <p>Big Cat Reading Programme: Rec- year 2 Reading scheme books (applied phonics) including Year 2 reading intervention Year 3-5 books for vulnerable readers (£2500)</p> <p>Purchase of Ninja Reading Comprehension books (£125)</p> <p>School's SLE provides high quality in-house training for staff (Jane Considine's 'Write Stuff' approach linked to lockdown CPD training English Training Space materials to support modeled writing (sentence strips, rainbow icons, shade-o-meter) (£150)</p> <p>Purchase additional manipulatives (including place value counters)</p> <p style="text-align: right;">(£500)</p>		<p>KE/YM</p> <p>KE/YM</p> <p>KE</p> <p>KE</p> <p>SW</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>PP children in KS1 and KS2 achieve in line with national non PP in reading</p> <p>Pupil's vocabulary is significantly improved, enabling them to understand longer more complex texts across the whole curriculum</p>	<p>Purchase of Ninja Vocabulary Books and Word of the Day materials including EYFS (£150)</p> <p>Purchase of new Accelerated Reader licence to enable continuation of programme, utilizing the report and analysis tools further to support teaching and learning (£4600)</p> <p>Purchase of Closing the Gap (reading) to ensure every teacher has the knowledge and skill to teach reading with confidence. (£16)</p>		<p>KE</p>	<p>July 21</p>

Teachers are equipped with the knowledge skills and resources to teacher reading and writing with confidence	National Literacy Trust subscription to support all teachers in their delivery of reading and writing (£100)			
<u>Other strategies</u> Children who have experienced trauma or changed circumstances are supported by the pastoral leader and enabled to re-focus on their learning Social, emotional and mental needs of most vulnerable pupils are met resulting in a more positive attitude to their learning Staff are better informed and have greater clarity about how to support children with mental health needs. PSHE to focus on differences, change, emotional wellbeing and mindfulness	Creation of Mental Health and Wellbeing team to support children to get back on track in both an academic and emotional sense Recovery Plan : Reconnecting our Rainbow Creation of new Nurture Room for interventions and support Zones of Regulation training for all teaching and support staff Calming Cat materials purchased (£400) and extra LSA hours (2 x pm) funded to support most vulnerable pupils in interventions (£2007)		KR /MH	Ongoing
Total budgeted cost				£ 11,748
i. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Access to technology</u> Effective ICT provision supports retrieval practices and consolidate learning and assess understanding of all children Disadvantaged children without access to adequate IT at home have access to improved IT provision within school i.e. a homework club	Refurbishment of 31 computers in ICT Suite so that children can access software and online programmes to support retrieval practices and consolidate learning and assess understanding (Purple Mash, My Maths, Times Tables Rockstars, Accelerated Reader quizzes (£8500)		FS / LD	Feb 21
Total budgeted cost				£ 8,500
		Cost paid through Covid Catch-Up		£20,248

The remaining £6,152 to be allocated as further needs are identified. Strategy to be reviewed in Feb 21.