

Catch-Up Premium Plan

Westfield Primary Community School (RAG - Revised November 2021)



Summary information					
School	Westfield Primary Community School				
Academic Year	2020-21	Total Catch-Up Premium	£40,320	Number of pupils on roll	498 (+ 45 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	Recommendations
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Schools should use this funding 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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

Our strategy is based upon EEF guidance as well as other recommendations from various sources:

Teaching and whole school strategies

- Supporting great teaching and learning
- A particular focus on the provision and practice in the Early Years
- Pupil assessment and feedback
- Transition support

Targeted approaches

- Improve support for mental health and well-being
- One to one and small group intervention
- Expand extra-curricular provision

Wider strategies

- Increase capacity for safeguarding families
- Enhance support for parents and carers
- Investing in technology
- Wellbeing of staff

Many of the interventions planned have been delayed due to COVID related staff absence. 1:1 / small group intervention is a remaining focus.

Identified impact of lockdown	
Maths	The teaching of specific content has been missed, leading to gaps in learning and disrupted sequencing learning. The recall of basic skills has been affected: children's ability to recall number facts and times tables has reduced and many have forgotten once taught calculation strategies. Children have had limited opportunities to explore problems, experience high quality teacher modelling and use mathematical talk. In EYFS and Key Stage 1, families engaged more regularly in supporting aspects of maths. There was a general pattern of lower levels of engagement with older children. Pupils in Y5/6 engaged less and learning was impacted as more complex methods and learning tasks were taught less effectively via remote education.
Writing	Children haven't necessarily missed 'blocks' of learning in the same way as maths, however they have lost essential writing skills and opportunities for practice. Children typically benefit from rich class discussion and exposure to high quality, modelled examples and language. The opportunities for sharing these have been limited during school closure. Since returning, many children have presented with reduced writing stamina. Their motivation to write fluently has been affected throughout lockdown.
Reading	Children who had consistent parental support with reading throughout lockdown have made good progress. Some pupils did not engage with reading or have not been read to during the school closures. The variation in engagement has caused a reading gap to emerge for many of our pupils. There needs to be a renewed focus on the sharing of high quality texts. Significant time needs to be invested in developing reading fluency throughout school.
Other subjects	There are gaps in pupils' knowledge across the curriculum as areas of the curriculum have not been taught. To negate the impact on pupils' learning, time needs to be spent revisiting prior learning and prerequisite knowledge and supporting pupils in making connections between concepts and themes throughout the curriculum. Children need additional opportunities to enjoy music, sport and creative subjects as they have had limited experience of these during lockdown.
SEMH	Many pupils have got out of the habit and routines of learning and, as a result, their motivation, stamina and enjoyment of learning have reduced. It is essential that significant time is invested in rebuilding relationships between peers and staff. For some families, significant work will be needed to re-establish the routines of attendance.
Pastoral Support	There has been a significant increase in the support for families regarding a range of safeguarding matters. We have seen an increase in the need for support around domestic abuse, parental mental health, as well as basic parenting skills.
Family Support	During the initial lockdown in March 2020, parents required significant support for pupils to access home learning, particularly families with multiple children in the household. Throughout summer 2020, our remote learning offer was constantly evaluated and improved over time and was enhanced by the additional technology provided by the DfE. From January, the quality of activities delivered met the needs of all pupils as the staffing allowed for a better alignment of home learning and school-based teaching. Parental engagement varied greatly. Parents' need for our support following the return to school increased greatly. This put additional pressures on our pastoral team and SLT.

Planned expenditure

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting great teaching and learning: Priority for all teachers and teaching assistants to be engaged in CPD to ensure consistently high levels of subject knowledge and improved teaching practices to address misconceptions and gaps in learning.</p> <p>Evidence from <i>Maximising Impact of Teaching Assistants</i> and <i>EEF on Effective Use of Teaching Assistants</i> ensure TAs are fully prepared for their role and support learning effectively.</p> <p>External reviews will evaluate current provision and share strategies for improving inclusive practice.</p> <p>Reduce the impact of lost learning on the most vulnerable cohorts by decreasing class sizes to allow for greater levels of support.</p> <p>Pupil attendance continues to improve.</p> <p>High quality inclusive classroom practice supports all children to see themselves as learners. Classroom practice supports pupils' motivation, resilience and independence.</p>	<p>White Rose Concrete, Pictorial, Abstract, and Variation training for all teachers & TAs (£450)</p> <p><i>Addressing Educational Disadvantage in Schools</i> by Marc Rowland purchased for staff (£300)</p> <p>Additional hours for TAs to meet with class teachers to discuss teaching, learning and assessment (£7000)</p> <p>Independent review of PPG by Marc Rowland (£800) and of SEND by Sharon Robertson (£500)</p> <p>Year 6 split into 3 smaller classes (£25,000) Year 1 split into 3 classes (£20,000)</p> <p>Rigorous monitoring of attendance and routine home visits, phone calls and attendance panel meetings (£3000 funded through YSAB plan)</p> <p>Metacognition training provided by Huntington Research School for teaching and TAs. 4 sessions and gap tasks (£3000)</p>	<p>Teaching now focused on understanding rather than methods. CPA policy complete and used consistently. July 21: Increase in children working above the expected standard in Years 3, 4 and 5 – now in line with / above 2019 KS2 national averages. The number of children working within year group objectives increased in all year groups. Decline in % of children working at expected standard in all year groups– continued focus on recovering gaps in learning for 21/22. Action plan in place.</p> <p>Staff understand the impact of socioeconomic disadvantage on learning and know the most effective strategies to support pupils.</p> <p>Feedback from TAs to SPO, external visitors & SLT: feel valued, well supported, have improved subject knowledge and are better prepared to support learning. Teachers have reported a positive impact on learning.</p> <p>See November visit report for evaluation</p> <p>Year 6: SEMH needs of the cohort successfully met. July 20 – July 21, increase of 10% reading at the expected standard. The reduction in children reaching expected standard in maths was less in Y6 than any other year group.</p> <p>Impact for Year 1 to be assessed termly throughout 21/22</p> <p>Attendance report from June 2021 details the positive impact the strategy had.</p> <p>Updated ISDR in June 2021 highlighted no significant areas of concern, unlike previous years.</p>	<p>CG</p> <p>CG</p> <p>LT</p> <p>LT / LP / CG</p> <p>CG</p> <p>LT</p>	<p>July 2021</p> <p>May 2021</p> <p>Nov 2020 May 2021</p> <p>July 2021</p> <p>July 2021</p> <p>March 2022</p>

<p><u>Provision and Practice in the Early Years</u></p> <p>PSED scores improve: BESSI and Baseline assessments showed significant challenges with PSED due to considerable isolation for some families. Adaptations to provision are needed to negate this.</p>	<p>Additional PSED support throughout the autumn term with focussed activities communicated to families through Tapestry (provided by internal cover)</p> <p>Increase Tapestry contract to include Y1 to allow communication of learning with families (£300)</p>	<p>Reception cohort PSED scores increased in all areas throughout the autumn term:</p> <p>Self confidence 47% to 82% Managing feelings 37% to 77% Making relationships 40% to 80%</p>	VC	January 2021
<p><u>Assessment and feedback</u></p> <p>Assessment information is used effectively to identify gaps in learning. Focussed discussions highlight areas of need for individuals, classes and cohorts to focus on.</p>	<p>Release time for SLT and class teachers to complete pupil progress meetings (Covered with internal staffing)</p>	<p>Dec 20: Pupil progress meetings completed with all teams. All classes have clear foci for the Spring / Summer terms. Monitoring complete.</p> <p>Jan – July: Teachers used assessment information, thorough gap analysis and evaluation of test papers to prioritise areas of learning. Use of DfE Ready to Progress criteria supported the teaching of maths.</p>	CG	Dec 2020
<p><u>Transition support</u></p> <p>Teachers and teaching assistants effectively support pupils' emotional wellbeing and resilience on their return to school.</p> <p>SEMH provision meets the needs of the most vulnerable pupils on return to school by delivering a bespoke curriculum which focuses on emotional wellbeing, self-esteem, return to routines and rebuilding positive relationships.</p>	<p>Recruitment of SEMH specialist teacher to lead nurture provision. (£14,000 YSAB funded Autumn term. School funded £14,000 for Spring / Summer)</p> <p>CPD delivered by SEMH specialist teacher to upskill staff on the use of Emotion Coaching. Included in costs above.</p>	<p>SEMH report available to detail the positive impact of this strategy.</p> <p>Attendance of children accessing Nurture provision sustained or, in some cases, significantly better. Behaviours for learning greatly improved and incidents of poor behaviour reduced. Children accessing the provision are now able to engage with whole class learning and have a greater understanding of their own strengths, struggles and strategies.</p> <p>Behaviour policy evaluated and further strengthened.</p> <p>Training for all staff complete & subsequent monitoring showed a better understanding of individual pupil needs and strategies to support.</p>	LT / SL	July 2021

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Improve support for mental health and physical wellbeing</u></p> <p>Children have spent lockdown in isolation and need opportunities to re-engage with peers and enjoy school. All children need to adapt to the full reopening of school and rebuilding relationships is a priority.</p> <p>For many children, opportunities to be active have reduced and, as a result, their physical health has declined. A focus on high quality PE is required.</p>	<p>Additional sessions from Total Sports coaches to upskill staff in leading daily Fitness 15 sessions (£150)</p> <p>Additional term of swimming for Year 6 (£500)</p> <p>Purchase of additional play equipment (£2000)</p>	<p>Pupil voice has shown an increase in enjoyment of Fitness 15 sessions. Incidents of poor behaviour during the sessions have significantly reduced. Monitoring shows a greater variety of activities, skills and personal attributes being taught.</p> <p>Children’s swimming ability improved. Confidence around swimming and self-image addressed and overcome.</p>	<p>LT SB</p>	<p>March 2022</p>
<p><u>One-to-one and small group intervention</u></p> <p>Identified children will have increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Purchase of Reading Revival resources (£800)</p> <p>Continuation of Reading Plus subscription (Y4-6) (£2000)</p> <p>Purchase of Nessy (£1200)</p> <p>Additional TA hours reading (£800)</p>	<p>The reading age of children accessing Reading Revival increased by an average of two years across Years 4, 5 and 6</p> <p>Y5/6: Between July 20 – July 21: the percentage of children on track was maintained. Both cohorts had significant increase in number of children working at greater depth (Y5 1% - 36%, Y6 11% - 31%)</p> <p>Y3: Between Dec 20 – July 21, data improved from 37% to 62%. There was an increase of 12 children working above the expected standard.</p> <p>Monitoring has shown significant reading gap in Years 1, 2 and 4. Recovering this will be a priority for 21/22.</p>	<p>LT, JG and LI</p>	<p>July 2021</p>
<p><u>Expand extra-curricular offer</u></p> <p>Children have further opportunities to re-engage with team sports, creative activities and social situations. The enjoyment of learning extends beyond the school day. School has a wraparound care offer which meets the needs of the children and community following the closure of OSC during lockdown.</p>	<p>Repairs, redecoration and resourcing of The Den (£5000)</p> <p>Music teacher to deliver club one night a week during the summer term (Covered by internal staff)</p>	<p>Outta School Club closed after 20 years of providing support to Westfield families. This led to a need for school to establish its own wraparound provision.</p> <p>With support from CYC, the building has been redecorated and resourced. A wraparound care leader was employed and The Den opened in January 2021. High quality wraparound care is now available for our families.</p>		<p>Autumn 2021</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Increase capacity for safeguarding families</u> There has been a significant increase in need for pastoral support, safeguarding and Child Protection. Our Children's Champions need greater capacity to continue meeting the needs of our families.</p>	<p>Pastoral team capacity to provide short term class cover reduced therefore increasing the need for supply cover (£2000)</p>	<p>Thorough safeguarding arrangements were maintained throughout lockdown. A system of welfare checks was in place for all children and more rigorous monitoring was in place for the most vulnerable. Regular home visits were carried out. Increased contact with CSC.</p> <p>Families felt well supported at all points throughout the year. Take up of FSM vouchers was 85%</p>	LT/CG /CCs	Weekly pastoral team briefings
<p><u>Enhance support for parents and carers</u> Many of our families have suffered financial hardship as a result of the pandemic. The creation of the Community Hub will allow us to support families in need.</p> <p>Where positive engagement with learning has resulted from remote education, this will continue to strengthen. Re-engage families with their children's learning by celebrating achievements and sharing information.</p>	<p>Local ward grant and additional funding from the Mukerjee Trust used to create a community hub (£4000 + £4000) Purchase of uniform to support families in need (£3000)</p> <p>Purchase of subscriptions to Marvellous Me (£1000) and Tapestry (Y1) (£300) to share and celebrate children's learning.</p>	<p>Summer Cafe was attended by 200 families and supported pupils' return to school. Uniform purchased has been given to families in need. Families have continued to access Food Bank throughout lockdown. Parent Voice shows families felt well supported throughout lockdown and in the return to school. Contributed to the improving pattern of attendance.</p> <p>Oct 21: 82% of families engaging with Marvellous Me.</p> <p>As restrictions continue to lift and cases fall, families will be invited back into school to further engage with school life.</p>	LT/CG /CCs Phase Leads	July 2021 March 2022
<p><u>Investing in Technology</u> All children have access to quality devices which allow access to quality home learning offer. Increase in devices allow for regular and sustained use of programmes proven to impact on outcomes (Rockstars, Reading Plus, EdShed)</p>	<p>75 Chromebooks provided by DfE Additional Chromebooks purchased (£12,000) Further 15 Chromebooks purchased following successful local bid (£3000)</p>	<p>Access to technology was not a barrier to home learning from January 2021. Where needed, 1:1 Zoom tutorial sessions provided for families to overcome difficulties with accessing home learning. All classes have access to high quality technology to benefit teaching and learning.</p>	LP	March 2021
<p><u>Wellbeing of Staff</u> Staff have worked throughout the pandemic and many have experienced significant personal difficulties. Five maternity leaves within the year has impacted capacity. Time is needed to rebuild relationships within teams and support reflection.</p>	<p>Coaching sessions for all staff teams (£650) Additional management time for staff to support colleagues / team wellbeing. (£1000)</p>	<p>Staff feedback following coaching sessions was overwhelmingly positive Staff report they felt well supported throughout the pandemic COVID aside, staff absence rates have remained low Support in place for individual colleagues has had positive impact (OH referrals, stress risk assessments). Nov 21 - Changing need for support -</p>	July 2021	CG / LT

	Total budgeted cost	£120,750
	Cost paid through Covid Catch-Up	£40,320
	Cost paid through donations / bids	£11,000
	Cost paid through school budget	£69,430