

## **John Wilkinson Primary School and Nursery**

This plan outlines how our school will spend the Coronavirus (COVID-19) catch-up premium 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education because of the coronavirus (COVID-19) pandemic. Coronavirus catch-up premium 2020 was introduced to address inequality caused by this. Many children will have gaps in their learning but those from the most vulnerable and disadvantaged backgrounds are identified as among those hardest hit. Funding has been provided to schools to ensure that children and young people recover and get their learning back on track.

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

Our approach is to provide children with rich learning opportunities and give opportunities for some to work in a small group or 1 to 1 to address gaps in their learning. We have used research to help us decide which approaches and interventions will be most successful to help us make the best decisions possible.

# Catch up: Calm continuity

School Name	John Wilkinson Primary school and Nursery
Pupils on role	203
Academic year or years covering statement	November 2020 – November 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	J Carter
Governor approval	Yes
	Our Targeted Areas
	<p>In order to improve pupil progress we need to ensure they recover from the experiences of the pandemic. We then plan to rebuild the children’s well-being and next build upon their academic performance to close the gaps that have emerged.</p> <p>Aims :</p> <ul style="list-style-type: none"> <li>Develop the well-being of all children to ensure they Recover, Rebuild and Reset.</li> <li>Identify key barriers for individual children and provide support.</li> <li>Consider the specific impact for each year group as this will differ significantly.</li> <li>Consider which children have the largest learning lapse and provide targeted support.</li> <li>Use low stakes assessment to identify key areas for support term one and then move to standardised testing so we have a clear comparison to the previous year.</li> <li>Accelerate pupil attainment and progress but in a supportive and timely manner which allows them to maintain their well-being.</li> <li>Provide high quality learning support in an environment that enables children to talk about what they are finding hard and then work towards improvement.</li> <li>Continued support for families and pupils with social, emotional and health needs through individual support – emotional resilience.</li> <li>Consider catch up needs in relation to home learners.</li> <li>Support pupils with Covid related attendance difficulties and learning continuity.</li> </ul>

**Current Barriers: In school**

For some children- Emotional well-being, readiness to reengage, engagement and self-esteem ,reading gaps, delayed language and vocabulary, lost learning from previous programmes of study and lack of opportunity to consolidate and use and apply learning, attendance, lack of continuity of learning due to self-isolation, health and fitness.

**Current Barriers: External**

Engagement in remote learning, change in family circumstances , bereavement , loss of routine, loss of structure, loss of friendship and skills in maintaining positive relationships, loss of opportunity, loss of freedom, well-being (own or family member), anxiety, trauma, attachment, support systems.

**COVID CATCH UP**

**Annual allocation of £15360 for the academic year 2020-2021**

Gap funding allocation 2020				Budget <b>£15360</b> Spend <b>£12845</b> Carry forward <b>£2515 to 2021-2022</b>		Target date	Impact review (effect of the grant on children's educational attainment) Nov 2021
	Gap funding pupils will benefit from:	Target	Expected Impact	Cost	References		
Teaching priorities for the current academic year				Quality first teaching L1			
	These <b>wellbeing recovery priorities</b> will be key in supporting children to readjust to a new normal on their return to school. A sense of safety. <b>A sense of calm.</b> Self-belief and belonging (self and collective efficacy). Social connectedness. Promoting hope.	Many of us may first think about the recovery of lost knowledge. But we can't focus on cognitive and academic learning until these are in place: Lever 1: Relationships Lever 2: Community Lever 3: Transparent Curriculum Lever 4: Metacognition Lever 5: Space	Pupils will move slowly back into resetting by understanding and evaluating the emotional impact of the pandemic. Emotional wellbeing will be enhanced.	Breathing – weekly online relaxation and breathing techniques (pta funded)  PSHE “Time To Talk”- Free  Stories from the Health and Well Being box and “The elf who missed his birthday party”- Free  Whole school 4 week programme PSHE focussed with the theme of Well Being; Healthy Mind, Healthy Body, using the NHS steps to mental wellbeing and/or five key principles as themes for each class’ artwork:	All pupils will need support to transition back to school.		The bespoke Reset, Recover, Rebuild programme of work enabled all children to be able to name a range of feelings and be supported to understand how to self-regulate these emotions in light of the impact of Covid on families, communities and school.  Outcomes of interviews with a sample of children across school in October 2020 indicated that 10 out of 12 children (86%) felt extremely safe on their return to school in September 2020. Children detailed the following as some of the reasons: <ul style="list-style-type: none"><li>• Having time to regularly discuss our feelings and worries</li><li>• Coronavirus safety measures eg handwashing practices, bubbles</li><li>• Mental well being activities including Yoga and Breathing exercises</li><li>• Supportive staff</li></ul>

				<ul style="list-style-type: none"> <li>• Talk</li> <li>• Be physically active</li> <li>• Learn a new skill</li> <li>• Healthy eating</li> <li>• Give to others/acts of kindness</li> <li>• Paying attention to the present moment (mindfulness)</li> <li>• Safety</li> <li>• Calm</li> <li>• Hope</li> <li>• Self-belief</li> <li>• Connectedness/belonging</li> </ul> <p>Daily Mile – Free</p> <p>Staff training: Recognising that disruptive behaviours may be as a direct result of anxieties. Separation anxiety may be prevalent. P D DAY</p> <p>Targeted tiered support being made available to any child who needs it.</p> <p>Promoting a growth mindset and continuing to build learning power</p>			<ul style="list-style-type: none"> <li>• Relationships work in PSHE lessons</li> <li>• Daily Mile</li> <li>• Question Box</li> </ul> <p>Children were equipped for learning due to the four week time allocation being specifically dedicated to the Reset, Recover, Rebuild programme.</p> <p>Teachers received training on the PD day in September to ensure a cohesive and coordinated whole school response. Key concepts in lessons focused on the six key principles that support recovery following a traumatic incident. Children were encouraged to share their experiences of 'loss', to acknowledge and validate their feelings. This allowed children the safe space to discuss their feelings openly, and to ease their transition back to formal learning opportunities.</p> <p>All children interviewed (Oct 2020) cited being back with their friends as the most important element they had been looking forward to. This social-connectedness helped shape the extended outdoor play and collaboration opportunities that teachers planned for their class bubbles. This, in turn, ensured firm and long-lasting attachments were rebuilt.</p>
Quality first teaching L1	<b>Access to rich reading experiences through quality first teaching.</b> Additional TA support for reading to adults, access to reading texts and challenges.	Improve RA based upon Salford testing September 2020  Read for enjoyment and engage in discovering new texts , authors etc.	Effective teaching and learning for pupils where reading gaps have emerged.  Aims are to secure age appropriate attainment or above. Use school data to evidence	<b>£8960 + £2515 = £11475</b> Extended 4 fixed term contracts to maintain hours for TA in each class, and additional hours for permanent staff to ensure support for reading is prioritised.  Reading resources – remote		Summer 2021	End of KS1 internal data indicated that the percentage of children securing age appropriate attainment or above in Summer 2021 was 75%, with 29% achieving greater depth in reading. Standardised scores for Year 2 increased across the year from an average of 103.9 to 107.9 (Internal data PIRA Y1 Summer to PIRA Y2 Summer)  End of KS2 internal data indicated that 76% met ARE or above with 34% achieving greater depth.

	<b>This is particularly important for key stage 1 pupils where gaps are most evident.</b>		improvement in attainment and progress.	learning Reading Rockets Online Scheme for EYFS/KS1 (plus others who are still on coloured book bands. Access to 400 eBooks with guides for parents and quizzes etc. <b>£275</b>			These continue to be below historic pre-pandemic results and will continue to be a focus for recovery moving forward.
Quality first teaching L1	<b>Jane Considine</b> – writing planning. Additional support for writing planning and staff professional development.	Delivery of high quality writing lessons across the school to accelerate progress in writing. Focus upon enriching vocabulary choices.	Accelerated progress in writing across the school.	<b>£149.99</b>	Education endowment : support curriculum planning	Summer 2021	Training was accessed by some new staff to understand the implementation of Write Stuff sentence stacking units. Children’s outcomes indicate richer vocabulary choices in high quality writing. Focus will need to continue on spelling and stamina for extended writing, as well as on authorly choices.
Quality first teaching L1	<b>Staff training</b> – VLE and Teams	Improve staff confidence in remote learning possibilities. Ensure communication between staff and parents continues. Setting targets for supported learning at home.	Improved remote learning – access to teachers and support.  Improved communication.  Clear information for parents regarding any learning loss.	<b>£200</b>	Education endowment : focused training on the effective use of technology  Parental questionnaire outcomes/	Jan 2021	Focused training on the use of technology to support our remote learning policy effectively ensured that all children could access high quality learning opportunities from home during periods of school lockdown, or self-isolation.
Quality first teaching L1	<b>Assess pupils’ learning needs</b> – Pira and Puma tests	Accurate standardised assessment.	Information on learning gaps available.	Standardized assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. PIRA £315 x 2 terms = <b>£630</b> PUMA £315 x 2 terms = <b>£630</b>		November 2020  July 2020	Standardised assessments were purchased for each class to identify children in need of additional intervention, and used to diagnose learning gaps.
Targeted academic support for the current academic year				Classroom support L2 Pupil premium pupils will benefit from:			
Classroom support L2	<b>Improved classroom intervention through targeted support.</b> Additional TA time to ensure all	Improved opportunities for supported reading. Daily reading support for targeted children.	Target children have regular reading support Opportunities to close the gap. Additional classroom support	Cost referenced above	References: The Sutton trust Oxford school improvement – Closing the gap: how systems leaders and schools can work	March 2021	Targeted nurture support in classrooms enabled children to return to school in September 2020 with a clear focus on reset, recover, rebuild.  Children were encouraged to share their experiences of ‘loss’, to acknowledge and validate their feelings. This allowed children the

	<p>classes have capacity for targeted support. This will allow children to accelerate their progress and allow swift response when gaps in learning are identified. Additional demands on the school budget resulted in decreased TA and we have used monies to support the ratios in each class and provide additional support for children</p> <p>Assist children in understanding Metacognition and self-regulation – use language of Able Mabel and Ready Eddie initiatives (Guy Claxton)</p>		<p>for improved adult pupil ratios. Improved self-esteem and resilience.</p>		<p>together OFSTED</p> <p><i>Research – Metacognition and self-regulation strategies (learning to learn) Teaching approaches which encourage learners to plan, monitor and evaluate their learning are effective see above</i></p>		<p>safe space to discuss their feelings openly, and to ease their transition back to formal learning opportunities.</p> <p>Targeted learning support ensured that children read daily with an adult. At the end of KS1, 75% of children reached expected standards in reading, and 25% greater depth. At the end of KS2, 76% met age related expectations with 34% achieving greater depth. 100% of those in receipt of Pupil Premium Funding at the end of KS2 met age related expectations.</p> <p>Children with English as an additional language and Looked After children achieved expected or above in Reading by the end of July 2021.</p>
				Learning support L 3	Pupil premium pupils will benefit from:		
	<p><b>Impact of high quality one to one and small group tuition as a catch-up strategy</b></p> <p><b>Training for TA</b></p>	<p>Provide small group or 1 to 1 support for children who require individual programmes for learning gaps to improve standardised scores to previous levels.</p>	<p>Pupil progress to previous SS levels. Gains for individual reading scores to age appropriate levels or above. Improved self-esteem.</p>	<p>Tuition delivered by qualified teacher or TA or trained volunteers can also be effective. Funding will be considered and national programmes may be accessed if affordable. <b>£2000</b> . Parents contacted preferred not to engage in this as they</p>	<p>impact of high quality one to one and small group tuition as a catch-up strategy</p> <p><b>Training on intervention strategies and programmes</b></p>	<p>Summer 2021</p>	<p>Funding diverted to retain TA support ensured that levels of small group support in classrooms could be maintained and high quality interventions were able to be secured across the year for vulnerable children.</p>

				<p>wanted their children with familiar staff and peers. Funding diverted to retention of TA. Counselling for one pupil alternative provided.</p> <p>Nuffield Early Language Intervention (NELI). Online training and resources will be available at no cost for schools where additional targeted support for oral language would be particularly beneficial. The aim is to support the language and early literacy skills of Reception pupils through additional targeted support provided by trained early year's staff. (TA funded – see above)</p> <p>No worries programme.</p>			
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