

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

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

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.

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 2021**

**For the period September 20 to March 21 ( financial year ) we would expect you to received £8960**

Gap funding allocation 2020				Budget <b>£15360</b>  <b>£8960 (financial year to March 21)</b>		Target date
	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. A sense of calm. 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	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,	All pupils will need support to transition back to school.	

		<p>Lever 3: Transparent Curriculum Lever 4: Metacognition Lever 5: Space</p>		<p>Healthy Body, using the NHS steps to mental wellbeing and/or five key principles as themes for each class' artwork:</p> <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</p>		
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				power		
Quality first teaching L1	<p><b>Access to rich reading experiences through quality first teaching.</b> Additional TA support for reading to adults, access to reading texts and challenges.</p> <p><b>This is particularly important for key stage 1 pupils where gaps are most evident.</b></p>	<p>Improve RA based upon Salford testing September 2020</p> <p>Read for enjoyment and engage in discovering new texts , authors etc.</p>	<p>Effective teaching and learning for pupils where reading gaps have emerged.</p> <p>Aims are to secure age appropriate attainment or above. Use school data to evidence improvement in attainment and progress.</p>	<p><b>£8960</b></p> <p>Extended 4 fixed term contracts to maintain hours for TA in each class. Support for reading is prioritised.</p> <p>Reading resources – remote 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. £275</p>		Summer 2021
Quality first teaching L1	<p><b>Jane Considine</b> – writing planning. Additional support for writing planning and staff professional development.</p>	<p>Delivery of high quality writing lessons across the school to accelerate progress in writing. Focus upon enriching vocabulary choices.</p>	<p>Accelerated progress in writing across the school.</p>	£149.99	Education endowment : support curriculum planning	Summer 2021
Quality first teaching L1	<p><b>Staff training</b> – VLE and Teams</p>	<p>Improve staff confidence in remote learning possibilities. Ensure</p>	<p>Improved remote learning – access to teachers and support.</p>	£200	Education endowment : focused training on the effective use of	Jan 2021

		communication between staff and parents continues. Setting targets for supported leaning at home.	Improved communication.  Clear information for parents regarding any learning loss.		technology  Parental questionnaire outcomes/	
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. £315 x 2 = £630		November 2020  July 2020
Targeted academic support for the current academic year				Classroom support L2 Pupil premium pupils will benefit from:		
Classroom support L 2	<b>Improved classroom intervention through targeted support.</b> Additional TA time to ensure all 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	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 for improved adult pupil ratios. Improved self-esteem and resilience.	Cost referenced above	References: The Sutton trust Oxford school improvement – Closing the gap: how systems leaders and schools can work together OFSTED  <i>Research – Metacognition and self-regulation</i>	March 2021

	<p>support for children</p> <p>Assist children in understanding Metacognition and self- regulation – use language of Abel Mabel and Ready Eddie initiatives (Guy Claxton)</p>				<p><i>strategies (learning to learn)</i></p> <p><i>Teaching approaches which encourage learners to plan, monitor and evaluate their learning are effective see above</i></p>	
				<p>Learning support L 3 Pupil premium pupils will benefit from:</p>		
	<p><b>Impact of high quality one to one and small group tuition as a catch-up strategy</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. £2000</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</p>	<p>impact of high quality one to one and small group tuition as a catch-up strategy</p>	<p>Summer 2021</p>

				<p>targeted support provided by trained early year's staff. (TA funded – see above)</p> <p>No worries programme.</p>		
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