



Watling
Park School
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Catch Up Funding Action Plan

November 2020 *for review in March 2021*

Catch-up plan for 2020- 2021.

School name:	Watling Park School
Academic year:	September 2020 – July 2021
Total number of pupils on roll:	314
Total catch-up budget:	£25,120 (£80/child)
Date of review:	30 th March 2021

Person Responsible: Head Teacher

The DfE announced funding for catch up plans in July 2020, based on the following rationale:

‘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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

The universal catch-up funding will cover:

- primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- non maintained special schools

- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained and academy hospital schools
- local authorities for SEND pupils they place in independent special settings

We will provide funding to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area.

DfE guidance for each key stage Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19).

For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.

Funding:

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. Payments to schools will be made in three tranches. First payments will be made in October, followed by a second payment early in the Spring term (based on pupil numbers in the October Census). The second payment will ensure schools have received a total of £46.67 per pupil across the first two payments. The final payment of £33.33 per pupil will be made to schools in the Summer term.

Schools have been advised to use the funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations, and to direct funding as they see fit to their cohorts and circumstances. The funding is available for the academic year 2020-21 only.

Our school's additional focus:

At Watling Park School, we have also dedicated time and funding to the additional training of staff to support the improved wellbeing of the children when they return to school. We have taken into account DfE recommendations and considered guidance from the EEF research when allocating funds on this plan.

Monitoring and Review:

The school will monitor this termly and adapt as required and will fully review the success of the strategies used at the end of the academic year.

Teaching and whole-school strategies including targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Assess starting points	Identify priority needs through targeted diagnostic assessments	Efficient use of resources including NfER tests/SATs/Phonic Screening Check relevant for each year group Best fit of resources /actions	£4700	DHT – assessment	Curriculum gap analysis (coverage) took place in summer term. Subject leaders re-prioritising skills/ knowledge acquisition and re-organising coverage. Needs analysis in the first fortnight: - emotional well-being - readiness for learning - gaps in academic learning (core subjects) On return to school on 8th March 2021, staff undertook further assessments and will complete gap analysis to support Pupil Progress meetings in first week of Summer term.
Analysis of pupil need	To put in place well-matched catch up provision in class/group support Ensure interventions are targeted to needs to enable	To be measured at the end of each term and adapted for the following term.	£14,000 (UK salary for catch up support)	DHTs – Inclusion and assessment All teachers with TA support	Priorities in year groups varied but writing (especially for boys) and number/reasoning and problem solving as well as comprehension in some years groups for reading are all identified as priorities..

	identified gaps to close rapidly.		£4,000 (LA salary to focus on catch up for key children where behavior /emotion impedes learning.		Provoking Higher Order Thinking Skills across all areas of school focus to engage children in deeper reasoning and explaining. Pupils needed a mix of individual teaching and small group lessons to build on the high quality first teaching experiences in class.
Physical activity for all classes	To ensure a minimum of 2 hours activity that raises heart rates to counter more static learning.	Improve concentration and stamina for learning Improve fitness and well-being	£150 (timers)	DHT – with support of coach who will lead additional lunchtime clubs for identified children.	Supports the whole school commitment to Healthy School and the mental well-being of our children. Supports our school curriculum intent to ensure we offer a broad and balanced curriculum to all children.
Emphasis on Relationships and Health education	To ensure that pupils are working successfully in co-operation and are happy in their friendships at playtime	Academic success Fewer behaviour incidents Behaviour for learning is strong	£450	DHT – Inclusion liaising with EP to deliver staff training in Spring term	The school intended to implement the RHE curriculum from September. This is now even more relevant as pupils missed both learning and the school experience and ethos. Due to lockdown, final liaison with community was not completed until March 2021 so this is to be implemented in the Summer term 2021.
To further develop sharp and effective teaching skills for rapid improvement	Provoking Higher Order Thinking Skills across subjects for all pupils LearningByQuestions/Maths Whizz to be trialed and most effective one implemented from Summer term 2021	Improved reasoning skills, notably in Reading and maths reasoning. To maintain the predicted targets for all pupils especially those working at greater depth and	£4320	DHTs and phase leaders	The school improvement plan focuses on the components of an effective lesson. Subject leader action plans focus on the specific features of a highly effective lesson in their subject. KS2 staff trialed either LbQ or Maths Whiz. Feedback for LbQ was positive

		recover writing attainment for all year groups.			<p>but not completely fit-for-purpose so investigation of other platforms is being undertaken with staff using current platforms in place currently to support.</p> <p>April 2021 – further investigation and trialing of Century with KS2 staff.</p>
To rapidly close any identified gaps for identified children in reading, writing and maths from their starting point prior to first lockdown 2020.	Identified gaps are closed and identified children are now working at same level as prior to lockdown (children who have dropped from expected to just below this will be targeted initially).	<p>Tutors will work with small groups and individuals focusing on identified gaps in selected subject during school time.</p> <p>Yr 13 tutors will work with individuals or pairs of children on basic skills of rapid recall of number bonds/facts, spelling and common word recall, basic sentence writing – after school or during first two weeks of summer holidays.</p>	<p>£4,500</p> <p>£14,500</p>	DHTs	<p>Tutors (Teach First) trained and inducted into to school by October 2020 ready to start in Term 1:2.</p> <p>Gaps identified by beginning October 2020.</p> <p>Children grouped according to need and appropriate to social/emotional needs.</p> <p>Yr 13 tutors identified and all paperwork/vetting/training completed ready for first 2 weeks in summer holiday start.</p> <p>Due to Teach First not able to secure tutors, we have recruited via one of the other approved companies so the cost will be higher. They will begin in Summer term 2021 and lead to sets of 5 weeks of tutoring each.</p> <p>Due to the delay, Yr 13 tutors may also begin after school in Summer 2 to add further capacity for catch up.</p>
Total spend:			£32,120		