



West Hill Primary School

Catch-Up Premium Plan (2020-2022) - updated June 2022



Funding allocation

In June, a £1 billion fund for education was announced by the government. The catch-up premium is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11. This will be based on the previous year's census.

Payments

This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in Autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the Summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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

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. (See also EEF - School Planning Guide 2020-21)

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

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending



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this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Context of the school and rationale for the strategy

- Our proportion of disadvantaged pupils across the school is significantly low compared to both a local and national picture at 5 % or 11 children in total.
- Our proportion of SEND pupils across the school is significantly low compared to both a local and national picture at 5% or 11 children in total (2 EHCP, 9 SEN Support)
- We had very few pupils attending from March-July 2020 (maximum 11 on 23rd March 2020 and some days 0)
- The large majority of children from Reception to Year 6 engaged with the remote learning (Tapestry-EYFS and Google Classroom (Y1-Y6) that the school provided.
- Upon re-opening on September 7th 2020, we had an excellent response to children coming back to school. Attendance was stable across all year groups upon return – New Reception children were brought in on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. The whole school attendance by the end of Week 2 was 98.6%.
- Our school was fully closed over the Summer holiday period which meant that no school based or remote learning took place over the Summer break. This was crucial in terms of teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we discussed the need for the use of consistent beginning of year baselines within Reading and Mathematics. The staff have jointly agreed which assessments they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out in September 2020 after two weeks to allow the children to settle back. At this point SLT will discuss what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and how best to provide support and interventions across Reading and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Overall 2020/2021 (based upon £80 per child with 219 children on roll):

Autumn 2020: 4/12ths= **£4,380**

Spring 2020: 3/12ths=**£5,700**

Summer 2021: 5/12ths= **£7,200**

TOTAL: £17, 280



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School Name	West Hill Primary School	Allocated Catch-up funding (No. of pupils x £80)	£17,280
Number on roll	216	Number of Pupil Premium Eligible Pupils	11 (Sept. 2020)

Issues identified as barriers to learning from Sept 2020

A	Children in Years 2-5 were not attending school from March-July 2020 and were learning remotely at home with varying levels of success.
B	Children have higher levels of anxiety due to lockdown, the pandemic, bereavement and absence from school from March-September 2020
C	Gaps in phonic knowledge for those Reception and Year 1 pupils who did not attend school from March-July 2020
D	Possible gaps in learning (Summer term curriculum) for those not engaged with remote learning (Y2-Y5)
E	Maintaining strong communication with parents when pupils are learning remotely and/or we cannot have face to face discussions
F	The organisation of bubbles- (max 15-March 2020 and class bubbles- Sept. 2020) makes it more difficult to provide interventions where we have mixed children across classes or year groups e.g. Silver Serpents
G	The children have less access to extra-curricular provision which helps to support their emotional & social development and well being
H	Very limited 1:1 interventions in the Summer term 2020 due to R, Y1 and Y6 allowed in school
I	Some pupils may have had limited access to reading materials during the Summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.
J	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.



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Whole School Strategies				
Year group	Actions	Intended Impact	Purchases	Cost
All years	Focus on consolidation of basic skills: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.	The children will be able to fully embed the skills and knowledge in reading, writing and maths that would have been taught throughout Summer 2020 (and Spring 2021) and this will enable them to access their curriculum	Penpals for writing	£152.25
			Times Tables Rock Stars (PTFA funded)	£0
All years	Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the Autumn term 2020. In order to keep a broad and balanced curriculum, foundation subject areas will still be taught but may be taught less frequently in the Autumn term 2020. June 2021 update – and from March 8 th 2021.			Busy Ants whiteboard resources (Y3, Y5, Y6)
All years	An increased focus on PSHE/mental health lessons during the first 2 weeks in September to ease anxiety and aid a smooth return to school.	Regular PSHE to improve resilience and support pupil’s mental health and well-being.	PASS survey (Y1-Y6)	£432 (2020-21) £420.75 (2021-22)
				TOTAL: £1,545.00



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Targeted Strategies				
All years	To use September 2020, December 2020 and March 2021 baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading and Mathematics using PIRA and PUMA tests.	<p>Individual/group assessments will enable targeted intervention to be focussed on the right children.</p> <p>Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020.</p>	Staffing costs	<p>£6156.47 (Sept 20-Dec 20)</p> <p>£1,310.87 (May 21)</p> <p>£3,823.15 (June/July 21)</p> <p>£2,035.40 Oct-Dec 21</p> <p>£1,666.00 Jan-March 22</p> <p>TOTAL: £14,991.89</p>
EYFS KS1	Particular focus on reading across the school (phonics in EYFS, Y1 and Y2) with additional daily lessons and reading interventions for KS2 pupils where needed.	Pupils can apply their phonic knowledge and skills to their reading and writing.	Bug Club Phonics Phonics intervention workbooks (Y1) Nessy Reading comprehension/	<p>£272.48</p> <p>£21.95</p> <p>£225</p>



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			Roman books (B.McDonald)	£20.95 £18.40
			Word Wasp x6 and Hornet x2 workbooks (KS2)	£153.80
Y4 and Y5	Weekly art therapy (Sept-Easter) –Y4/Y5 pupil Play therapy (Easter-July) –Y4/Y5 pupil Mindfulness x 7 weeks (x2 sessions weekly)-Y5 pupil	Pupils are supported with their individual SEMH needs.	N/A Pupil Premium budget	N/A £240 (£30 x 8)
Head SENDCo Y2 TA	<u>Staff training:</u> -Catch up Premium Conference (cost)- CBennett (28/9/20) -Leaders update on remote learning- CBoulton (16/11/20) -Impact of COVID Learning with SEND- CBennett (8/2/21) -Remote learning Q & A sessions (x3)- CBoulton (21/1/21, 28/1/21/, 4/2/21) -Well-being for Education return (x2)- CBoulton (22/2/21, 3/3/21) -Lego based therapy training- N.Townsend -16/9/21 -Mental health awareness in schools training - C.Bennett- 8/10/21 -Greater Depth writing (online wholes school training)- 4/1/22)	Headteacher and SENDCo can share training/good practice with the rest of the staff to support pupils' return to school.	Training costs	£35 £50 £90 £100



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2-3 Pupil Premium pupils	Loaned laptops to some disadvantaged pupils to ensure all children have access to online learning. Two additional Chromebooks to further facilitate access to online learning.	This will allow all pupils to have access to a suitable device when they have to learn remotely from home.	N/A	N/A Pupil Premium budget DFE funding
Y6 Class	6 weekly sessions of Forest School to build relationships and develop self-esteem in individuals.	Y6 pupils are more settled at school and relationships are more harmonious.	TA costs	£180 (£30 x 6)
Y2 Class	Targeted individual phonics sessions to 11 pupils in order to support the Y1 phonics screening check (taken in Dec 2021)	More pupils are secure in Phase 5 phonics and a higher percentage of pupils pass the Y1 phonics screening check (Autumn term in Y2)	Staffing costs (J.Donnithorne x 2 days weekly)	£2040.40

Catch-up Grant Allocation Summary	
Strategy	Cost
Whole school	£1,545.00
Targeted	£18,439.87
Total	£19,984.87
Allocation	£17,280
Overspend of £2,704.87	

21st June 2022