

## North Walkden Catch Up Funding Action and Impact Plan 2020-21

Summary information					
<b>School</b>	North Walkden Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16500	<b>Number of pupils</b>	231

Guidance	
<p>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.</p> <p>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.</p> <p>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.'</p> <p>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.</p> <p>(Government Guidance - Coronavirus (COVID-19) catch-up premium – updated version 23.9.20)</p>	

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	EEF Recommendations	North Walkden Spending Plan
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>	<p>At North Walkden we have utilised the funding by:</p> <ul style="list-style-type: none"> <li>• Employing a Qualified teacher (0.6 ) to support groups of pupils in upper key 2 with academic catch up- vulnerable and non vulnerable children.</li> <li>• Bought into the Enhanced speech and language service to provide screening and interventions from all children in N-y1</li> <li>• Purchased the home learning tool- ' See Saw' to ensure good quality learning continues in the case of a lockdown.</li> <li>• Deploying the SENDCo to support catch up teaching in Year 3 and 4 with academic catch up- vulnerable and non vulnerable children</li> <li>• Deploying the DHT to support catch up teaching year 1 and 2 with academic</li> </ul>

		<p>catch up- vulnerable and non vulnerable children</p> <ul style="list-style-type: none"> <li>• Utilising the CFW to support worker to support children across school with SEMH and anxiety issues and to promote mental health and wellbeing – vulnerable and non vulnerable children</li> <li>• Purchase of maths resources to support all children with power maths to help them catch up more rapidly with basic skills.</li> <li>• Purchase towards reading scheme in key stage 2 to ensure a targeted intervention approach is in place for children who have fallen behind the most.</li> </ul>
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Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.

	Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed some reading but this was not consistent. Lots of phonics was missed in key Stage 1. As a result, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly widely.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**Planned catch up support** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**Teaching and whole-school strategies**

Supporting great teaching:

The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.

Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports

***Additional time for teachers to research and plan non-core subjects will be given in staff meetings and INSET/TWILIGHTS***

***Purchase of concrete resources in key stage 1 to support maths.***

***Development of EYFS outdoor area to promote maths and C and L***

Teaching assessment and feedback

Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.

***Implement the Pixl Summer test in early Autumn and undertake QLA to inform gaps in learning. Complete termly tests and record assessments to identify gaps and to track performance and progress.***

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with North Walkden have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of North Walkden Primary School is arranged and shared with all new-starters. Information between schools is shared as normal.</i></b></p>
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<b>ii Teaching and whole-school strategies</b>	
<b>Desired outcome</b>	<b>Chosen action/approach</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency . They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory</p>	<p><b><i>A Reading Fluency Champion ( Mrs Boyer) will be appointed to lead reading across key stage 2 in order to raise attainment and accelerate progress.</i></b></p> <p><b><i>Mrs Richardson will continue to lead RWI phonics.</i></b></p>

<p>decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b><i>Additional release time and training to support the delivery of the reading interventions and RWI where appropriate. Additional PPE (screen) purchased to enable intervention across phases if necessary.</i></b></p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><b><i>An intervention is identified and carried out throughout. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b></p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><b><i>Autumn Term- Sports after school clubs resumes.</i></b></p>

lii Wider strategies	
Desired outcome	Chosen action/approach
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b><i>Additional online learning platform will be purchased, such as see saw to support children at home.</i></b></p> <p><b><i>Home-learning paper packs are printed and ready to distribute for all children who isolate adhoc.</i></b></p> <p><b><i>Children who aren't able to access devices/internet during a bubble closure will be sent a paper pack so learning can continue</i></b></p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective</p>	<p><b><i>The DFe have issued schools with a number of lap tops to give to the most vulnerable learners at home.</i></b></p> <p><b><i>All teachers have a lap top with a webcam to access Teams meetings with staff and to access training - teachers will not be doing on line live teaching but will be using see saw to engage with students via comments.</i></b></p>



home-learning with increased capacity to share resources and communicate learning to children.	
<u>Summer Support</u> NA	<b>NA</b>

Mrs Warburton

Head Teacher October 2020

