



Overall Targets:

- Ⓜ To narrow the gap in attainment of pupils whose education was disrupted due to lockdown.
- Ⓜ To enable all children to ‘catch-up’ lost learning after school closure.

Summary Information			
School	Waterloo Primary Academy		
Total Catch-up Premium	£46800	Funding based on number of pupils	568
Current Situation		Required Changes (particularly teaching and learning)	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial, and the time scale of our response must match the scale of the challenge.</p> <p>The academy’s allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Y6.</p>		<ul style="list-style-type: none"> Ⓜ Targeted academic support Ⓜ Focus on Quality First Teaching Ⓜ Focused CPD Ⓜ Pupil assessment and feedback Ⓜ Supporting parents/carers 	

Use of Funds
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching and learning over the previous months.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools make the best use of this funding, the Education Endowment Fund (EEF) has published a coronavirus (COVID-19) support guide for schools 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>



The EEF advises the following:

Teaching and whole-school strategies

- Ⓜ Supporting great teaching
- Ⓜ Pupil assessment and feedback
- Ⓜ Transition support

Targeted approaches

- Ⓜ One to one and small group tuition
- Ⓜ Intervention programmes
- Ⓜ Extended school time

Wider strategies

- Ⓜ Supporting parent and carers
- Ⓜ Access to technology
- Ⓜ Summer support

Identified impact from the lockdown

Maths	Specific content has been missed, leading to gaps in learning and interrupted sequences of the children's learning journeys. Attitudes to learn remain positive. Visitation of key knowledge, skills and concepts is important with the ability for children to use manipulatives to secure understanding, something the children may not have been able to access easily during remote education.
Reading	The gap between those that read widely and those that don't has widened; this is particularly the case for children working to develop higher order reading skills. Mixed levels and opportunities for reading within the home.
Writing	Essential skills have not been practised in the same way during absence from school, recall of GPS knowledge and skills will need to be revisited and opportunities for the children to take part in sustained pieces of writing. Stamina and motivation will need to be improved to enable fluency of writing along with developing a fluid handwriting style. Opportunities for guided, cross-curricular writing were limited.
Other areas	There are significant gaps within other curriculum areas, this will impact upon their ability to make connections and their progression of knowledge, skills and concepts in line with the national curriculum requirements. The children have also missed out on valuable, wider opportunities such as visits, trips and other valuable stimuli.



Actions (including staff training needs)	Personnel/role	Timescales	Success Criteria/Intended Outcomes	Progress to date/ Review period
SPLang Training	EYFS/KS1 & Y2 teachers SENDCo	2021-2022	SPLang (Talk Boost) strategies disseminated to other teachers in phases and used in classrooms to support pupil speech and language (vocabulary)	Shared with other staff in phase Strategies in place in the classrooms
<p>Additional in-class support to allow teachers to work with identified children to close the gaps in learning. Teachers to identify gaps and use pre-teaching and gap closing Inclusion Team supporting with successful transition of pupils with SEND into school.</p> <p>Assessments</p> <ul style="list-style-type: none">• Phonics• NFER/White Rose Maths Hub summative assessments• Spelling Tests• Writing non-negotiables/age related expectations	Phase Leaders to work with class teachers to direct additional and allocated LSAs whilst they work with identified children.	2021-2022	Gap closed for most disadvantaged pupils Collaborative learning is present in all classrooms Carefully planned and targeted, structured interventions in place, class teacher leading	



<ul style="list-style-type: none"> Summative tests Times table assessment <p>Interventions</p> <ul style="list-style-type: none"> Precision Teaching Pre-teach Plus 1 Power of 2 Toe-by-Toe SALT strategies IDL TT Rockstars Y6 reading preparation materials <p>Teachers to provide regular feedback on next steps and regularly review and update pupil plans</p>				
<p>To deliver 1-to-1 and small group tuition to identified children. These groups will be supported by teachers targeting knowledge gaps and revision of areas of learning required.</p>	<p>Class teachers Heads of Year/Phase LSAs</p>	<p>2021-2022</p>	<p>Trained teachers or LSAs to deliver 1:1 and small group tuition before, during and after the school day.</p>	
<p>To deliver 1:1 and small group nurture sessions for pupils who need support with well-being</p>	<p>The Haven staff Class teachers / LSAs</p>	<p>2021-2022</p>	<p>Trained pastoral staff to deliver nurture support sessions during the school day</p>	



Access to technology at home/in school: Microsoft Teams IDL Web based learning platforms		2021-2022	All pupils have access to a laptop/tablet at home for remote learning and support for access	Academy tablets/Microsoft devices have been given to children without access to a device at home. Communications with parents/carers made to ensure they are aware of the support available, e.g. loan of a device, wi-fi access – Started 2020-2021 Remote learning clearly signposted and accessed by the majority and positive feedback from parents/carers/outside agencies.
SEMH – Nurture, PSHE	Class teachers Heads of Year/Phase Subject Lead SLT The Haven SENDCo	Ongoing throughout 2021-2022		
			Total Costs	£46,800

Procedures for Monitoring Actions	Procedures for Monitoring Impact
<ul style="list-style-type: none"> Ⓜ Report on progress through HT report Ⓜ SLT to monitor impact of strategies across phases Ⓜ SLT to monitor impact through data and focus/pupil progress meetings 	<ul style="list-style-type: none"> Ⓜ Tracking Ⓜ Work sampling Ⓜ Assessment Ⓜ Surveys Ⓜ Parental consultations and meetings



Intended Impact (see overall targets)

Children who have experienced disruption in their education, due to lockdown and bubble isolation, are:

- Ⓜ Supported in their access to education at home through provision of technology where needed.
- Ⓜ Supported in their education at home through provision of both online and paper-based learning appropriate to their need.
- Ⓜ Supported in 'catching-up' lost learning through High Quality Teaching.
- Ⓜ Supported in closing their learning gap through targeted intervention by LSAs/class teachers using quality intervention materials.
- Ⓜ Responsive teaching and quality curriculum in place for all.