



Covid-19 'Catch-Up' Plan – Revised April 2021

The government have provided schools with additional funding [Coronavirus (Covid-19) catch up premium] for this academic year, £80 for each pupil.

Schools have the flexibility to spend their funding in the way they think is best for their cohorts and circumstances. We have made these decisions with our Governors and using The EEF (Education Endowment Foundation) which has produced a support guide for schools with evidenced-based approaches to catch up for all pupils.

The funding for our school is £20,800. We have supplemented this funding to provide the plan below.

The main aims for 'catch up' at Westwood Park are:

- To close gaps in learning so that children are back on track
- Attainment outcomes at the end of 2020-2021 for each cohort are in line with, or above, prior attainment before lockdown and matching provisional national data.
- To support children with mental health needs
- To provide welfare and well-being support
- To encourage the best possible attendance aiming for a minimum of 96%.

<i>Barriers to future attainment</i>	
A	Lack of up to date assessment data. March assessments to address this.
B	Many pupils had limited access to reading materials and reading support and therefore their reading ages, comprehension and phonics knowledge are lower than would be expected.
C	Some pupils may struggle to settle back in to the rigour and routine of school life.
D	There was a huge range in the quality of home learning with considerable gaps developing for some children.
E	Pupils lacking access to appropriate technology has caused barrier. (EEF – A lack of access to technology have been a barrier for some pupils, especially where there is more than one child in the household). We have many families with multiple children. Many of our families struggled financially which put a lot of additional pressure on home life.
F	Parents working from home whilst trying to access blended learning for their children.

<i>Academic Support</i>					
Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff Lead	Reviews
Assessments carried out throughout school to ascertain attainment and gaps. (SSRT/NFER) Pupil Progress meetings carried out half termly with a specific focus on gaps in learning and	The right pupils are identified for support. The 'gaps' are identified and 'plugged' for individuals, groups and classes.	EEF: Subject specific assessments should be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material builds on previous foundations. EEF:	SLT meeting and analysis of data.	V Pomfret	Half termly

effectiveness of support plans. Each class has a full overview of support - detailed intervention plans..	Children making rapid gains in progress.	Assessments in Literacy and Numeracy should be used to identify pupils.			
Two HLTAs employed to support/catch up Reading in KS2.	Identified pupils make significant progress.	EEF: Extensive evidence supports the impact of high quality 1-1 and small group tuition as a catch up strategy.	Meeting – V Pomfret/Le Sharrock	L Sharrock	Weekly.
Additional HLTA	Identified Most Able pupils make significant progress.	EEF: Extensive evidence supports the impact of high quality 1-1 and small group tuition as a catch up strategy.	Meeting	M Knipe	Weekly to begin. Then half termly.
NTP - One tutor for Maths, one for English. Specific focus on disadvantaged pupils. 15 hours per week each.	Identified pupils to catch up.	National Tutoring Programme (NTP) provision.	Meeting	L Sharrock	Weekly.
A TA employed to support/catch up phonics in KS1. (Initially until the end of the summer term).	Make sure that phonics knowledge is excellent.	EEF: 'Effective use of Teaching Assistants' report made recommendations to support the use of TAs to support pupils.	Half termly meeting.	M Knipe	Half termly.

Maths and Reading Interventions throughout KS1 and 2 provided by class TA after pupil identification.	Gaps in knowledge addressed.			M Knipe and L Sharrock	
Gaps analysis from test results used to direct classroom teaching. Use of Ready to Progress documents and White Rose Maths.	Gaps addressed.	EEF: Programmes (Literacy and Numeracy) are likely to have the greatest impact where they meet a specific need or aspect of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent deliver.	Half termly	SLT	Weekly tests Half termly tests.
Booster Maths sessions – Maths Lead	Y5 Maths boosted to close gaps and prepare for Y6.	Assessment results for Y5 Maths.	Weekly	L Sharrock	Weekly
Nuffield Early Language Intervention being used in Reception. REAL project used in Reception	Make rapid progress in language and reading development.	EEF: Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills.	Weekly	N Bromby S Summers A Guite	Half termly
Reading for all. A focus on reading in all subject areas.	All pupils enjoy reading and make	Reading is the most important academic skill.	SSRT Termly Tests and trackers	M Knipe	Termly

English curriculum based on sharing novels. Reading books/records refreshed. Library in use. Online books for pupils. Star books re-started (gifts to two pupils in each class per week).	significant progress.	To catch up and inspire readers, Reading must be the 'beating heart of the curriculum'.			
A focus on the consolidation of basic skills- including through foundation subjects	To make sure that reading, writing and Maths shine through all subjects areas.	Baseline test results.	Book monitoring - termly.	SLT	Termly
Writing – adapted Curriculum Maps across school. One to one writing conference with teachers. Hive teaching.	Excellent writing outcomes through adapted curriculum and gap plugging.	Baseline test results.	Book monitoring. Learning Walk One to one meetings.	English Lead- MK	
Reading - phonics' group realignment. External validation by RWI consultant.	Excellent reading outcomes through	Baseline test results	Book monitoring. Learning Walk	English Lead- MK	

One to one gaps plugged. Curriculum adapted for Reading across the school.	adapted curriculum and gap plugging.		One to one meetings.		
SPAG Quality teaching in grammar drives writing development. Each class has identified key objectives in grammar that will help to boost writing attainment.	Excellent writing outcomes through adapted curriculum and gap plugging.	Baseline test results.	Book monitoring. Learning Walk One to one meetings.	English Lead- MK	
Focus on writing using Hamilton resources.	To plug the gaps in writing using recommended resources. Quick progress identified.	Baseline test results.	Book monitoring - half termly.	English Lead - MK	Half termly

Wider Strategies					
Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff Lead	Reviews

<p>Make sure that staff well-being is paramount. NHS health check offered. Meetings reduced. Regular well-being activities. Support offered through SLT/line managers/counsellor etc.</p>	<p>Staff feel safe and supported in school.</p>	<p>EEF: Great teaching is the most important lever schools have to improve outcomes for their pupils. Deliver Quality First Teaching</p>	<p>Daily</p>	<p>SLT</p>	<p>Half termly and as needed.</p>
<p>Use of curriculum resources and materials that support 'catch up' and mental health of pupils (Jigsaw, Counsellor, CBT, Kickstart, LA Resilience project). Additional 15 minutes a day - Summer 1.</p>	<p>We use all available resources to support pupils academic development and physical and emotional well-being.</p>	<p>Mental Health issues identified for pupils.</p>	<p>Daily in the classroom/playground etc Weekly meeting – FLO and HT</p>	<p>S Walker A Lamb</p>	<p>Daily/weekly</p>
<p>Attendance – Rigorous dissection of registers.</p>	<p>At least 96% attendance across school.</p>	<p>Attendance is always a significant challenge at Westwood Park.</p>	<p>Analysis of registers and contact with families. Daily</p>	<p>A Lamb</p>	<p>Half termly</p>

Phone calls/texts/meetings etc. Home visits. Pupils collected Liaison with EWO.	Minimum 96% for each pupil.	Increased pressure on families affects attendance. School attendance is a strong indicator of a successful life.	Weekly Half termly Termly Annually By class By gender, SEND, PP. Information shared with parents/staff weekly, Governors half termly.		
1 hour of additional P.E, per pupil, per day – Spring 2. 30 minutes per day – Summer 1 Additional catch up swimming for Y5.	Children feel refreshed and motivated and share each other's company.	Many children have been indoors for a considerable time. Focus on activity after lots of sedentary experiences. Improve physical and mental health. Clear link between a healthy body and academic achievement.	Teacher monitoring	S Walker	Half termly
CPD for staff: Eg. Well-being – staff and pupils Return to Education training	Staff feel well supported and that they have the	EEF: Great teaching is the most important lever schools have to	Training records. Staff meeting summaries. Knowledge used and identifiable.	S Walker	Half termly.

Online learning training etc.	opportunity to learn.	improve outcomes for their pupils. Deliver Quality First Teaching			
Family support in school. Guidance to external support. Food parcels, uniform etc.	To help our 'struggling families'.	145 pupils at Pupil Premium. Local knowledge of family difficulties. Operation Encompass information. Contact with outside services.	Daily/weekly	A Lamb	Daily and weekly
Support from outside agencies (remote if needed) – Social Care, Early Help, EP, SALT, EMTAS, Salvation Army etc	To use all agencies that we can access to support families.	Area of high disadvantage and social need. Covid has exacerbated this.	Operation Encompass - daily. Attending meetings on request. Daily events.	A Lamb S Walker	Ongoing and half termly for Governors
Collaboration with other schools in the Cluster re curriculum development, attendance and safeguarding.	To access local information and ideas and share knowledge of LA and national initiatives and interpretations.	Shared working gives the biggest range of ideas and support.	Half termly/Termly subject meetings. Regular Heads' collaboration meetings.	S Walker and Curriculum leads.	Half termly and termly.

Transition - Y6 – high school – best academic results. Support from Youth Service/Social Care and links with high schools. Healthy Schools project for vulnerable children. Use of new EYFS transition document and liaison with Nurseries.	Smooth transition for all pupils.	Successful transition aids education progress.	Academic progress/gaps analysis. Pupil behaviour logs. Meetings with agencies. Parental contact.	LS	Weekly
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Remote Education					
Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff Lead	Reviews
Blended Learning in place (plan provided) – use of Tapestry and Seesaw. Practice Zoom lessons with the pupils – future proofing.	There is no loss of learning if pupils need to stay at home. Development of pupil and staff technology use.	EEF: It is important that support and training is provided to ensure that pupils can access the technology independently when isolating. This is most important for	Review of pupil engagement half termly.	M Knipe	Half termly.

<p>Staff training in online learning strategies – cascaded to the team.</p>	<p>Improved use of technology for homework.</p> <p>Future proofing for home learning.</p> <p>Preparation for transition to high school.</p>	<p>disadvantaged pupils.</p>			
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