

Covid Catch Up funding – Whaley Thorns Community Primary and Nursery School



Summary information			
School	Whaley Thorns Community Primary and Nursery School		
Academic Year	2020-2021	Total Covid Catch up funding	£7660
		Total number of children	131 (including Nursery)

Current attainment - based on 2018-2019 data due to Covid		
End of KS2 – no of children 19, (disadvantaged 8)	Children eligible for PP (your school)	All other children
% achieving the expected standard in reading, writing and maths	End KS2 – 37.5%	End KS2 -59%
% achieving the expected standard in reading	End KS2 -62.5%	End KS2 -76.4%
% achieving the expected standard in writing	End KS2 -62.5%	End KS2 – 76.4%
% achieving the expected standard in maths	End KS2 -50%	End KS2 – 70.5%

Barriers to future attainment as a direct result of Covid-19	
1	Gap between disadvantaged children and all other children has widened
2	Limited engagement in home learning during school closures and where engagement was high, it was not always what had been set by the teacher. This has resulted in gaps in learning and lost learning.
3	Further gaps in learning are being created due to self-isolation periods – engagement in remote learning is low in KS2

How will the money be spent
<ul style="list-style-type: none"> Whaley Thorns Primary School will use its Catch up Funding to target children in years six, three, four and two. Children have been selected based on current assessments and learning lost during the school closure – groups will either target children who should be attaining at greater depth by the end of the year (but who are not currently on track) and children who should be working at expected by the end of the year (but who are currently not).

<ul style="list-style-type: none"> Children will work in groups of 4-6, for sessions lasting 1 hour in length. They will be taught by a fully qualified teacher who is an approved tutor. Each group of children will get 25 1 hour sessions over the year. Progress will be measured from the start of the interventions to the end to show impact. This will also be evident in work books and end of term assessment age –related scores. 		
<p>Year 6 Group size 4 2 x pupil premium 2 x non-pupil premium</p> <p>Year 6 Group size 4 4 x non-pupil premium</p>	<p>Year 4 Group size 5 3 x pupil premium 2 x non-pupil premium</p> <p>Year 3 Group size 4 2 x pupil premium 2 x non-pupil premium</p>	<p>Year 2 Group size 4 1 x pupil premium 3 x non-pupil premium</p> <p>Year 2 Group size 4 3 x pupil premium 1 x non-pupil premium</p>

1. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
1	Gap narrows between selected disadvantaged children and all others within each group	Children eligible for PP identified for support make as much progress as ‘other’ children identified across Key Stage 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established.
2	Selected children attend all sessions	All children will attend all 25 sessions and any missed work will be completed at home with support from parents.
3	Gaps in learning reduce and children are on track to meeting end of year targets (pre-covid)	There are no gaps in learning caused by period of isolation over the year for selected children

Planned expenditure					
Academic year	2020-2021				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Gap narrows between selected disadvantaged children and all others within each group</p> <p>Selected children attend all sessions</p> <p>Gaps in learning reduce and children are on track to meeting end of year targets (pre-covid)</p>	<p>Small groups of no more than 6</p> <p>Incorporating the teaching of meta cognition skills into each session to over come barriers.</p> <p>Focused sessions based on misconceptions or barrier to learning in order to fill gaps.</p> <p>Groups taught by fully qualified skilled teacher and approved tutor.</p> <p>Planned time for thorough diagnostic on entry and exit report to measure impact</p> <p>Rewards for attendance at groups in the form of Dojo points.</p> <p>Engagement and good communication with parents and regular progress reports.</p> <p>Sharing of targets and outcomes with parents.</p>	<p>We want to offer high quality teaching to drive up results. Many different evidence sources, including the National College for Teaching and Leadership (National College), have published a report summarising good practice on closing the attainment gap under the 2014 primary National Curriculum. This highlights the importance of outstanding practice as a key driver for improving progress.</p> <p>The Education Endowment Foundation (EEF) research suggests that providing interventions around meta-cognition and self-regulation can equate to +7 months impact in terms of learning and progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. (EEF)</p> <p>According to the EEF, the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning and well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on</p>	<p>Data analysis and monitoring of gap between disadvantaged students and non-disadvantaged students</p> <p>Observation, assessment, book scrutiny</p> <p>Log of moderation outcomes in terms of internal and external ratification</p> <p>Provide time for class teachers and tutors to do a thorough diagnostic.</p>	HT and SENCO	Half Termly

		<p>average. Studies have shown this to be as effective as 1-2-1 tuition in most cases.</p> <p>Regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>			
Total budgeted cost					<p><u>££294 per week.</u> total costing £7,350 £310 paid for tutor time to write exit and progress reports.</p>