

# Floreat Wandsworth Primary School: COVID-19 CATCH UP PREMIUM Review September 2021

## BARRIERS TO OVERCOME & FOCUS OF THE PLAN:

**BARRIER 1: To close identified gaps in knowledge and skills of specific *individual pupils*** in classes in order for them to make accelerated progress during 2020-21. The gaps between the children's current attainment and where they would have expected to have been have occurred due to the partial closure of the school due to Covid-19.

### **FOCUS 1: Teaching**

- Improved writing provision to engage pupils and offer a structured approach to writing to support metacognitive strategies.
- Improved maths provision supported by high quality resources to provide small-step teaching approaches to support understanding.
- Improved phonics provision to ensure effective learning techniques are put in place swiftly to aid effective progress for all pupils.

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**BARRIER 2: To close identified gaps in knowledge and skills within specific *groups of pupils*** in order for them to make accelerated progress during 2020-21. The gaps between the children's current attainment and where they would have expected to have been have occurred due to the partial closure of the school due to Covid-19.

### **FOCUS 2: Targeted Academic Support**

- Small group intervention for pupils who need support in Reading, Writing and Maths.
- Deployment of teacher and teaching assistants to provide interventions.
- Precision teaching, pre teaching and consolidation provision put in place as regular provisions

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**BARRIER 3: To support the emotional and social well-being for specific *pupils*** who have struggled with the return to school and the differences they encounter to their previous school routine. The social and emotional well-being of the pupils may also have been compromised by the partial closure of the school and having to stay at home for a prolonged period of time due to Covid-19.

### **FOCUS 3: Wider Strategies**

- Break time activities for pupils who require additional structure and support.

Action	Cost	Evidence of Impact	Next Steps
<p><a href="#">Barriers &amp; Focus 1 &amp; 2 (see previous page)</a></p> <p><b>Progress &amp; Attainment in Maths, Reading &amp; Writing</b></p> <p>Increased capacity for interventions to improve knowledge and skill gaps with small groups and individuals.</p> <p><i>This focus is closely linked to the Pupil Premium Plan (Tiers 1&amp; 2).</i></p>	<p>£3000 Senior Leader allocation</p> <p>10 days within the Autumn Term of quality first teaching planned and led by a Senior Leader providing small group interventions.</p> <hr/> <p>£17,000 Teacher allocation</p> <p>Up to 17 weeks of full time teaching across the Spring and Summer Term.</p> <p>To continue the work initiated by the senior leader.</p>	<p>Reading levels improved after 1:1 and group reading sessions. Levels of inference, reading fluency, comprehension and vocabulary also improved. Those who were not reading at home were given additional sessions at school.</p> <p>Phonics Data shows an increase (or full marks to full marks) in 97% of Year 2 pupils from the Phonics Screening Checks administered at the beginning and the end of the summer term.</p> <p>Podcasts were produced to give children a sense of achievement and pride. This medium helped pupils to present their learning using their confident voices.</p> <p>Case Study A: Child A was new to the school and was working towards age-related expectations. After careful planning and detailed interventions this child is now on course for achieving ‘working at’ or possibly ‘greater depth standard’ in writing.</p> <p>Case Study B: Child B displayed good progress in their oracy skills from the beginning of the summer term to the end. Their sentence structure and inference skills had clearly improved and this is evidenced within their writing book.</p> <p>Case Study C: Child C went from expected in Reading to GDS (within a term).</p> <p>Case Study D: Child D went from expected in Maths to just above expected (within a term)</p> <p>Pupil voice indicated a sense of achieving a ‘confidence boost’ and appreciation of the time given to hone skills and knowledge (as demonstrated in Pupil Voice work with the SSB and School Evaluation Review conducted by GLF).</p> <p>Attendance levels remained 95%+ across the two terms for all pupils involved. Pupils were given bespoke 1:1 time if they missed any of the sessions.</p> <p>Parents have communicated that they were very happy with the extra provision within school and the additional homework provided to complete at home.</p>	<p>Leaders have a very good level of understanding of who still needs the appropriate interventions to build on the progress made.</p> <p>The new teachers for 2021-22 have been briefed in detail on the individual targets for each child. Leaders will complete observations in the Autumn Term to evidence this.</p> <p>Attendance levels will be carefully monitored throughout 21-22.</p> <p>Baseline and checkpoint assessments will be completed throughout 2021-22 and pupil progress checks completed.</p>

<p><a href="#">Barrier &amp; Focus 3</a> (see <a href="#">previous page</a>)</p> <p><b>Emotional &amp; Social Well-Being</b></p> <p>Increased capacity to support and improve the emotional and social well-being of pupils after a prolonged period at home both in 2020 and 2021.</p> <p><i>This focus is closely linked to the Pupil Premium Plan (Tier 3).</i></p>	<p>£2800 Teaching Assistant allocation</p> <p>Up to 16 weeks of part time support across the Spring and Summer Term.</p>	<p>Additional support was vital in ensuring that the chosen pupils were able to engage in classroom activities in a positive manner, showing self-control and dignity at crucial moments.</p> <p>Time was given to allow these pupils to express their feelings and ensure that any barriers to learning were removed.</p> <p>Case Study A: This child was given opportunities throughout the term to talk to an adult about their worries and concerns. This child was then able to find closure a range of personal matters and engage in the learning with a positive mind-set.</p> <p>Case Study B: Bespoke playground support allowed this child to engage in positive playground experiences. The adult modelled how to engage in activities in a safe and kind manner.</p> <p>Teachers observe improving levels of confidence and ability to articulate their feelings in an age-appropriate manner. Behaviour across the school was praised during the GLF visits in the summer term.</p> <p>Parents have communicated that they were very happy with the extra provision within school and the additional homework provided to complete at home.</p> <p>Attendance improved by 4% from an average of 90% to 94%</p>	<p>Bespoke support will continue in the Autumn Term using the ELSA system.</p> <p>Teachers will be given the appropriate training to ensure they know how to identify any well-being needs or concerns. Staff will also understand how to ensure these pupils feel included within the classroom with any barriers removed where possible.</p>
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