

Floreat Wandsworth School: COVID-19 CATCH UP PREMIUM PLAN 2020-21

GLF Statement on the use of Covid-19 Catch-up Funding

The government has announced a catch-up premium, equivalent to £80 per pupil, 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.

The guidance on the use of funding states that *"although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit"*.

Each school is responsible for allocating this money in order to meet specific, identified areas for focus - such as those relating to learning, assessment, intervention strategies and pastoral needs, in order to help reduce the impact of Covid-19 on children's learning.

As such, every school leadership team are creating a plan to show how this funding is being spent, the reasons for these decisions and the intended impact. This plan will be found on the school's website. School Standards Boards and the GLF Trust will review each school's expenditure in order to oversee reporting on impact.

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.
- Additional capacity to implement pupil well-being strategies where required.

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Total allocation of funding based on £80pp = £22,800

FOCUS OF THE CATCH UP PREMIUM PLAN:

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Cost (how much?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	What is the cost to the school?
<p>Barriers & Focus 1 & 2 (see previous page)</p> <p>Progress & Attainment in Maths, Reading & Writing</p> <p>Increased capacity for interventions to improve knowledge and skill gaps with small groups and individuals.</p>	<p>Interventions to support small steps of progress in each identified area.</p> <p>Pupils will feel confident in these identified areas and be able to use the skills and knowledge independently.</p> <p>Interventions will consist of, as appropriate, precision teaching, pre teaching & consolidation sessions.</p>	<p>Pupils and identified areas identified by teachers using detailed teacher assessment tools via Pupil Asset.</p> <p>Good communication between teacher and intervention lead on next steps and assessment. Handover required between Senior Leader and the teacher.</p> <p>Small group interventions to put in place where children with a similar need can be supported together:</p> <ul style="list-style-type: none"> • Y1 or Y2 Phonics groups • Year Group Maths groups • Year Group Writing groups • Year Group Reading groups <p>Termly evaluation of impact.</p>	<p>Evidence of improvement will be seen through independent work and teacher assessment.</p> <p>Progress will be documented in pupil information meetings (internal & SSB) where impact will be evaluated and provision amended as needed.</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>£12,000 Teacher allocation</p> <p>Up to 14 weeks of full time teaching across the Spring and Summer Term.</p> <p>To continue the work initiated by the senior leader.</p>
<p>Barrier & Focus 3 (see previous page)</p> <p>Emotional & Social Well-Being</p> <p>Increased capacity to support and improve the emotional and social well-being of pupils</p>	<p>Capacity for individuals to work within a small and calm space away from the classroom. Capacity for individual to discuss their needs with a trained professional.</p> <p>Break and lunch support for pupils who require additional structure.</p>	<p>Pupils identified by Head of Inclusion who would benefit from weekly sessions with a tailored programme of support to suit their need e.g. Lego therapy, access to 1:1 adult time of their choosing.</p> <p>Pupils identified by Head of Inclusion who would benefit from a more structured approach to break and lunch times e.g. structured sport or board game time.</p>	<p>Observed evidence of improved mental health from identified pupils. Pupil voice used where appropriate.</p> <p>Evidence of more positive behaviour over lunch time from identified pupils. Pupil voice used where appropriate.</p>	<p>£7800 Teaching Assistant allocation</p> <p>Up to 16 weeks of full time support across the Spring and Summer Term.</p>