



Ashton West End Primary Academy

Catch up Premium Report- Updated September 2021

In June 2020, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Ashton West End will receive approximately £32,640. The spending of this money will be down to schools to allocate as they see best.

At Ashton West End Primary, this money will be used in order to provide:

- Curriculum resources and materials that support “catch up” and mental health of pupils.
- Additional teachers and support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for “catch up” at Ashton West End:

- Attainment outcomes at end of 2021-2022 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

The barriers we need to address to help pupils catch up:

Many children have missed months of schooling due to the school closures in the academic year 2019-2020 and 2020-2021 or isolating at home because of a school ‘bubble’ closure of family members unwell. Therefore, good attendance will need to be in place to ensure that children are in and learning for the maximum amount of time. Some families have struggled with engaging with home learning for a variety of reasons including a lack of access to IT equipment or the internet. Many children have large gaps in their phonic knowledge or have a lack of stamina which is resulting in them finding it difficult to access age-appropriate reading.

Gaps in prior year group knowledge across reading, writing and maths will need to be filled without compromising on this year's curriculum content. Pupils will need support to re-engage with learning through a combination of an exciting curriculum content, high expectations of behaviour and pastoral support.

What we plan to do:

Attendance will be a key priority. The Attendance Leader and the Principal will ensure that families are supported to ensure that pupils have high levels of attendance. Strategies have already been put into place to encourage parents to send their children to school. Pastoral support will be offered to pupils who require it. Extra support will be purchased from the Education Welfare Officer to support the Attendance Leader and give our families clarity around attendance expectations.

Catch Up at Ashton West End Primary September 2021

(For all children)

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose Maths Scheme as our spine of learning. These have been adapted to include missed objectives from the school closures.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. An intervention teacher is supporting Year 1 and Year 2 children to cover missed reading and phonics learning from the summer term. The school will start to use Read, Write Inc from September. This will ensure consistency in teaching across the EYFS and Key Stage 1. Staff have all received appropriate training for this.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment. A Government funded academic mentor is supporting KS2 pupils with catch up learning. Teachers are also delivering after school tuition to pupils who they feel need further support based on learning missed. Tutors from Randstad are supporting pupils who are the furthest behind from Reception to Year 6. These pupils are receiving an extra hour of tuition each week for 15 weeks. 40 pupil premium pupils in Year 5 and 6 are also receiving Third Space Learning tuition for an hour every week.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- **In Nursery and Reception, assessment of language skills using the WellComm language screen to identify major gaps.** Teachers will work to identify common gaps in language and plan activities to teach these skills in the provision. The teaching of language will be prioritised throughout the year.
- **Children with significant gaps in language skills will be identified for intervention.** Additional support will be provided to small groups and individuals to target areas of need.

Teaching and learning:

- Resources to provide extra support to some pupils will be purchased and implemented as appropriate. For example, CGP work books have been provided for children to enable them to revisit school learning at home, and dual book banded books have been purchased for children who are currently working well below their age expected book band.
- Staff training in identified areas of the curriculum to be identified and delivered for all teaching staff.
- Teaching Assistant support in every year group to ensure that whole class and interventions have maximum effectiveness and gaps for whole classes and individual children are identified and addressed rapidly.
- Bespoke interventions for small groups and individual children to be put in place as and when required. This includes interventions from three teachers (1 x KS1 intervention teacher and 2 x KS2 intervention teachers during the day)

Remote Learning:

Staff training on refining remote learning will ensure that the quality of provision for those children who are not able to attend due to isolating at home is high quality, well sequenced and progressive. Homework will be trialled for online to highlight any issues with families regarding access to it and will be followed up by Mrs Hardy (our computing subject leader) who will contact families to support them in overcoming any barriers. Google

Classroom, Class Dojo, Mathletics and Times Table Rockstars will help parents to support their children at home if it becomes necessary. The school have also identified which of our pupils do not have devices at home and if they are asked to isolate by NHS Test and Trace then a Chromebook will be delivered to them at home. The school were loaned 102 Chromebooks by the DfE during the school closure period, so one of those devices would be loaned to any of our pupils isolating.

How we will check that our plan is making a difference:

The assessment Lead (Mrs Beswick) will analyse the attainment and progress of children using teachers' assessment data. Parents will be kept informed of any gaps in children's learning which they can support with through interim reports. Pupils' progress will be closely monitored through Pupil Progress Meetings every term. The effectiveness of interventions and next steps to ensure rapid progress will be identified and next steps for whole school, whole class and individual, identified pupils will be agreed with Senior Leaders. Leaders in school will regularly evaluate the effectiveness of the catch-up plan and adapt and respond as required. Academy Improvement Plan will focus on narrowing the gap and will be evaluated and reviewed termly. Attendance will be monitored closely and will be in line with Tameside and National averages. The Attendance Team in conjunction with the EWO will evaluate any further support needed for our families to overcome barriers.

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