

## **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:**

| Focus  | Intervention Description   | Implementation Activities   | Implementation Outcomes   | Cost   |
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| 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><b>Barriers &amp; Focus 1 &amp; 2 (see previous page)</b></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>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 &amp; 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"> <li>• Y1 or Y2 Phonics groups</li> <li>• Year Group Maths groups</li> <li>• Year Group Writing groups</li> <li>• Year Group Reading groups</li> </ul> | <p>Evidence of improvement will be seen through independent work and teacher assessment. See <a href="#">Assessment Statement</a> on the next page for more details.</p> <p>Progress will be documented in pupil information meetings (internal &amp; SSB) where impact will be evaluated and provision amended as needed.</p> <p><b>Update April 2021:</b> Teachers have observed progress being made across FS, KS1 and KS2 when pupils have engaged with focus activities within a small group. Progress has been clearly identified within the writing and maths books (observations made by senior leaders).</p> <p>Progress has been sustained throughout 2020-21 due to the consistently ‘Good+’ standard of teaching learning as observed by senior leaders and the substantial Remote Learning Offer of recorded learning videos, weekly learning packs and twice daily Zoom lessons with the class teachers.</p> <p><b>Next steps April 2021:</b> A senior leader has been allocated to focus on the quality of teaching and learning to ensure that standards are consistently high and that the progress is carefully monitored. Any additional teachers from external sources are observed for quality of teaching and learning.</p> | <p>£3000<br/>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<br/>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> |

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| <p><b>Barrier &amp; Focus 3</b> (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>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 or 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><b>Update April 2021:</b> Individual pupils, as identified by the Head of Inclusion, are receiving weekly support and intervention sessions. Emotional and social well-being cannot be quantified in this instance but pupils voice clearly indicates a clear sense of positivity and an appreciation of the consistent approach.</p> <p><b>Next steps April 2021:</b> A senior leader has been allocated to focus on the quality of provision to ensure that standards are consistently high and that the progress is carefully monitored. Any additional or reallocated teachers or teaching assistants are observed for the quality of pastoral care and support. The views of the parents will also be obtained throughout the Summer Term.</p> | <p>£2800 Teaching Assistant allocation</p> <p>Up to 16 weeks of part time support across the Spring and Summer Term.</p> |

## Assessment Statement

At the end of the academic year teachers will make their end of year summative judgments to support the transition to the next year group and to measure progress over time (since the baseline in September 2020).

This judgment will be based on teacher's formative assessments and an end of year test in reading, VGPS and maths for years 2-5.

The tests will be adapted by the GLF Improvement Leads, will align with the GLF re-engagement curriculum principles, and only assess content that has been prioritised over the summer term.