

## West Lynn Primary School COVID Catch-Up Funding 2020/21



The Government are providing £650 million of universal catch-up premium funding, schools are being allocated on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Our school currently have **169 children on roll** and we receive **£13,520** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. West Lynn Primary School have used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 - Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Supporting teachers, particularly early career teachers, through regular CPD sessions.	<i>Feedback has effects across all age groups.</i>	Half-termly by the SLT	£500 (spent)
Assessment to identify the particular gaps in learning and to address these through targeted teaching. (Gap analysis; PixL)	<i>Assessment can help teachers determine how to most effectively support their pupils.</i>	Autumn 1 <sup>st</sup> by the English & Maths subject leads & SLT	£400 (spent)
Extra Phonics Training for staff	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	RWI Lead to monitor training every half term	<b>£700</b> (allocated)
High quality feedback – Live marking	<i>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.</i>	Half-termly book looks by subject leaders and AHT's	-
Transition event – 4 <sup>th</sup> September 2020	<i>Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</i>	SLT to monitor effectiveness of transition in the first two weeks	-
Tier 2 – Targeted Academic Support			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Before/After school intervention for key year groups for identified children.	<i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i>	Children identified at the end of every half-term by AHT's  Baseline (Read/Write/Maths): Y1 – 24% - 24% - 46% Y2 – 46% - 17% - 58% Y3 – 55% - 70% - 55% Y4 – 69% - 59% - 66%	<b>£5,100</b>

		Y5 – 59% - 64% - 55% Y6 – 74% - 67% - 78%	
One to one and small group tuition.	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i>  <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Children identified at the end of every half-term by AHT's	£3,780 (spent) £767.90 (£3012 left)
Extra Phonics Teaching & Extra RWI books	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	EYFS/KS1 AHT to monitor progress every half-term Baseline (Phonics): Y1 – 0% Y2 – 43%	£1000
<b>Tier 3 – Wider Strategies</b>			
<b>Strategy</b>	<b>EEF Supporting Evidence</b>	<b>Monitoring</b>	<b>Cost</b>
Pupils to receive targeted support from our Thrive practitioner	<i>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	Half-termly meetings with Pastoral Support and Headteacher	£500 (spent)
Ensure that children and parents who need to self-isolate are able to have direct communication with their class teacher, receiving feedback and support with work that has been set. Improve access to technology.	<i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i>	SLT ensure Class Dojo in place by end of Autumn 1 <sup>st</sup> & then monitor provision every half-term	£1,000 (spent)
Using Teaching Assistants within the bubble to support should a teacher be off.		SLT every half-term	£520 (spent)
<b>Evaluation</b>			
<p><b><u>Tier 1</u></b></p> <ul style="list-style-type: none"> <li>• CPD continued throughout lockdown –see CPD list</li> <li>• We purchased PIXL and Maths.co.uk so summative assessments could be carried out during lockdown and pixl resources used to help close these gaps. In reading and Maths 15/16% more children were on track by the end of the year across the school. Writing increased by 10%</li> </ul> <p><b><u>Tier 2</u></b></p> <ul style="list-style-type: none"> <li>• Before and after school has not happened yet</li> <li>• Small group tuition happened during lockdown for selected children – they received 15 hours of 1:3 online tuition.</li> </ul> <p><b><u>Tier 3</u></b></p> <ul style="list-style-type: none"> <li>• Specific children received target support to help with their mental wellbeing and transition (see documentation)</li> </ul>			

- Communication with parents was through DOJO, weekly phone calls, face to face visits. Technology was provided for children who needed it and hard copies were also provided for a few families.
- TA's supported bubbles throughout enabling us to continue with face to face teaching and zoom teaching so that breadth of curriculum and children's progress could be maintained.

£5100= 1 hour, 4 x week for 21 weeks for 4 year groups

£3,780= 1 hour, 3x a week, for 21 weeks for 4 year groups