



COVID-19 Catch-up Premium Report September 2020

SUMMARY INFORMATION			
Total number of pupils:	233	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£19,600		



THE WEST PARK ACADEMY
LABOR OMNIA VINCIT

STRATEGY STATEMENT

The principal focus for the Covid catch-up funding is to raise the overall attainment across the school following the extended closure period. Baseline assessments in September 2020 along with less formal ongoing teacher assessment highlighted lower levels of attainment than what would normally have been expected. By using the school's last set of internal data (December 2019) and comparing with September 2020 baseline data, it was clear that a significant percentage of children had made very little progress in Reading, Writing and Maths. As a result, the catch-up funding will be used to accelerate the in-year progress during the 2020-2021 academic year as we aim to alleviate the impact of the school closures.

A key element of our catch-up plans will focus on early reading. Extensive research shows that children who begin secondary school with poor literacy skills usually struggle to achieve grades and qualifications which prepare them for adulthood. As a result, early reading skills (including for older children who are still learning early reading skills) will be invested in significantly.

Furthermore, the lack of opportunities afforded to our children since March 2020 (school trips, external visitors, after-school clubs) could potentially have had an impact on our children's overall wellbeing. We feel that investing in experiences which broaden our pupils' horizons will inevitably improve their wellbeing which equally will help support their academic progress.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	General low levels of attainment across all subject areas due to missed time in school.
B	Reading fluency and comprehension skills which are lower than their age related development.
C	Supporting children's overall wellbeing so that they are ready to learn

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Helping parents to support their children with learning at home
---	---

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Provide whole school training in the delivery of high quality phonics teaching.</p> <p>Cost - £1100</p>	<ul style="list-style-type: none"> Phonics is taught in a standardised way across the school Staff in all year groups are able to deliver high quality phonics lessons West Park has a clear approach to the teaching of phonics which outlines how we expect children to progress and what we do when children fall behind. 	<p>In 2019, the school's Y1 phonics screener percentage was 47%. The impact of school closures compounded this situation further.</p> <p>As a result, we have invested a standardised phonics approach. This is backed up by the EEF who highlight the significant impact a clear and focused phonics strategy can have.</p>	<ul style="list-style-type: none"> Bi-weekly monitoring of the delivery of phonics is in place. Children are assessed on a half termly basis 	Natasha de Jesus (Phonics Lead)	December 2020 – this will allow us to analyse the progress children have made across the school in a 3 month period.
<p>Further investment in decodable reading books which underpin the phonics strategy highlighted above.</p> <p>Cost - £2000</p>	<ul style="list-style-type: none"> Children are learning to read will always have a reading book which is closely aligned to their development stage 	As above			
Total budgeted cost:					£3100

Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>Daily phonics interventions for children not able to access the phonics stage which aligns with their age</p> <p>Cost - £5300 (This is the cost of 2 hours per day of a Grade 4 Teaching Assistant, 39 weeks per year)</p>	<p>Targeted intervention tailored to each child's specific needs leads to accelerated progress and a closure of attainment gap</p>	<p>Along with the EEF evidence that a clear phonics approach has a significant impact, there is also evidence that 1:1 intervention, despite its high cost, is also an intervention which results in significant progression.</p>	<ul style="list-style-type: none"> • Bi-weekly monitoring of the delivery of phonics is in place. • Children are assessed on a half termly basis 	Natasha de Jesus	December 2020
<p>Implementation of the NELI (Nuffield Early Language Intervention) programme in Foundation 2</p> <p>Cost - £3100 (Cost of 2 x Grade 4 Teaching Assistants delivering for 20 weeks + cost of training hours and some additional resources)</p>	<p>Targeted intervention designed to help young children overcome speech and language difficulties</p>	<p>The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<ul style="list-style-type: none"> • Principal and EYFS Lead to monitor delivery of the programme on a regular basis 	Beth Turner (EYFS Lead)	Programme ends July 2021 – interim monitoring throughout
<p>Principal to deliver daily composition lesson in Y4 to reduce class sizes and improve progress</p>	<p>Experienced teacher to support group of 12 children in making accelerated progress with writing skills</p>	<p>The current Y4 had low levels of attainment at the end of KS1. This issue has been compounded by extended school</p>	<ul style="list-style-type: none"> • Monitor informally through day to day feedback and through termly assessments 	Mark Nunn	Ongoing

Cost - £3600 (7.5 hours per week x 20 weeks in a year)	through personalised teaching approach	closures. Therefore, smaller group sizes for this subject will be beneficial in personalising teaching approach and accelerating progress.			
Provision for 1:1 tuition in the spring and summer terms Cost - £2500 available	Following baseline assessments in September and Autumn assessments, children to be identified for targeted 1:1 tuition	As outlined by the EEF, 1:1 tuition is a highly effective use of funding. Due to its high cost, 1:1 tuition will only begin in the spring term once it becomes clear which children are struggling to make accelerated progress through the other measures outlined here as well as quality first teaching.	1:1 tuition passports and termly assessments	Mark Nunn	Termly
Total Budgeted Cost: £14,500					

Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>Subsidise trips for all children to ensure that individual cost is no more than £10 per child.</p> <p>Cost - £2000 (based on £250 per year group from F1 to F2)</p>	<ul style="list-style-type: none"> All children to attend high quality trips Children's learning to be enhanced through visiting locations which support their learning 	<p>Since the closure of schools and subsequent lockdown, children have had extremely limited access to anywhere beyond their locality. By subsidising trips for all, we are ensuring that all children will attend. EEF outline that outdoor adventure learning has a moderate impact on children's progress.</p>	<p>Staff have to outline which trips and visitors they will arrange in their long term plan. This is published to parents meaning that trips need to go ahead.</p>	<p>Mark Nunn</p>	<p>Ongoing</p>
					Total Budgeted Cost: £2000