

West Hampstead Primary School

Catch-Up Premium Report



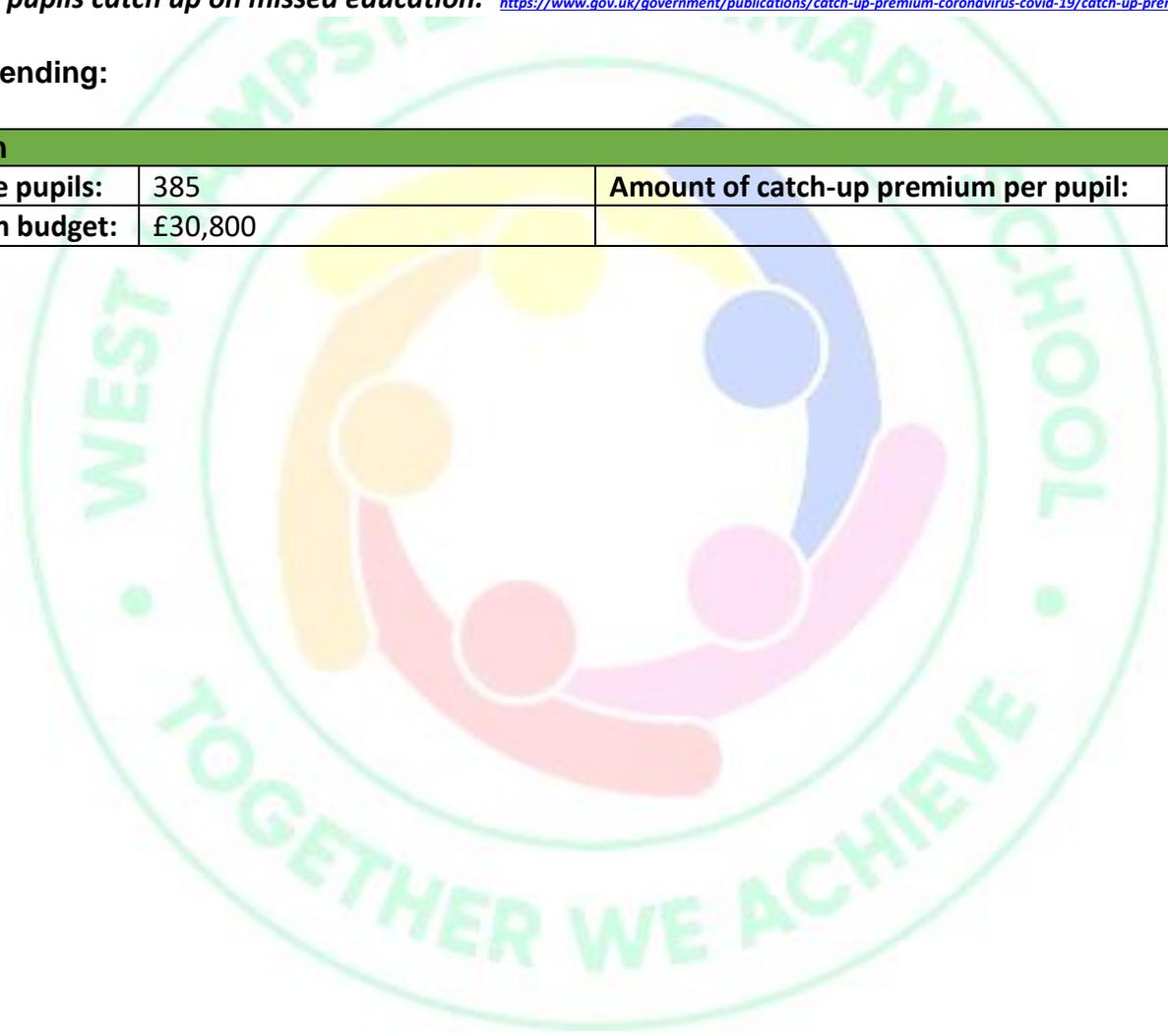
2021-2022

'Schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis.'

'While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.' <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Catch-Up Premium Spending:

Summary Information			
Total number of eligible pupils:	385	Amount of catch-up premium per pupil:	£80
Total catch-up premium budget:	£30,800		



Catch-Up Premium spending for 2021-22:

Aims
<ul style="list-style-type: none">• To ensure the attainment gap created by Covid-19 school closures are addressed, particularly for those children who are disadvantaged pupils;
<ul style="list-style-type: none">• To ensure staff are skilled in adapting the curriculum to suit the needs of children affected by the school closures, particularly for those who are disadvantaged.
Strategy Statement:
<p data-bbox="792 529 1543 560" style="text-align: center;"><u>West Hampstead Primary School – Together We Achieve</u></p> <p data-bbox="203 624 2033 730">This report serves to outline the approach we have adopted at West Hampstead Primary School in response to the Covid-19 pandemic to address the impact on children’s learning. At West Hampstead, our aim is to ensure all children receive quality first teaching, so that they are able to make progress and attain to the best of their ability.</p> <p data-bbox="203 799 1935 866">In 2020-21, our <i>Catch-Up Premium</i> was used to deliver catch up tuition and small group intervention to KS2 children, who had missed significantly more school than their KS1 counterparts. This year, data suggests that there needs to be a focus on:</p> <ul data-bbox="255 884 2029 967" style="list-style-type: none">• Children who have missed significant building blocks such as phonics and early reading;• Cohorts where disadvantaged children are struggling to attain in line with the rest of the year group because of their missed learning. <p data-bbox="203 981 2024 1048"><i>Catch-Up Premium</i> will fund an additional teacher who will work with these groups of children across the school. This teacher will also cover leaders so that training can be given to support quality first teaching that’s adapted to suit the children’s needs.</p>

Area of spend:	Focus	Total allocation
small group intervention delivered during school hours by an additional 'catch-up' teacher	Phonics and Reading	£6,160
1:2/1:3 tuition delivered during school hours by an additional 'catch up' teacher	Maths and Reading	£6,160
Cover of subject leads/assistant head to allow staff training to take place	Writing, Reading and PP	£18,480
		Total: £30,800

Barriers to Future Attainment:
<ul style="list-style-type: none"> Attendance of staff and children due to Covid-19 illness. Mental health and well-being of our children and staff. Further school closures.

Action plan for <i>Catch-Up Premium</i>					
Action	Intended outcome	Evidence and rationale	Implementation	Staff lead	When will you review this?
Planned small group intervention delivered by a 'catch-up' teacher	<ul style="list-style-type: none"> 5 hours small group phonics and reading intervention delivered to Y3 children so they are able to make accelerated progress and access the Y3 curriculum. 	<p>EEF – Phonics (High impact based on very extensive evidence) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</i> <p>Outcomes of 2020-21 Catch-Up Premium Report.</p>	<ul style="list-style-type: none"> CPD for additional teacher (Little Wandle Phonics and Early Reading. Baseline assessments Pupil Progress meetings to identify pupil need Liaisons between class teachers and catch up teacher. 	Hannah Bones – assistant head teacher	Termly during each assessment cycle.
Planned 1:2 and 1:3 tuition delivered during school hours by a 'catch-up' teacher	<ul style="list-style-type: none"> 240 hours of one-hour tuition sessions carried out from Autumn 2 – Summer 2. 	<p>EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <ul style="list-style-type: none"> <i>'Small group tuition has an average impact of four months' additional progress</i> 	<ul style="list-style-type: none"> Strategically matched tutor-tutee. Liaisons between class teachers and tutors. Data driven targeting. 		Termly during each assessment cycle.

		<p><i>over the course of the year...it is most likely to be effective if it is targeted at pupils' specific needs.'</i></p> <p>Outcomes of 2020-21 Catch-Up Premium Report.</p>	<ul style="list-style-type: none"> • Baseline and summative assessments carried out by tutor. • Training carried out for tutor. 		<p>Half termly during review meetings.</p>
<p>Teaching cover for subject leads and assistant head for teaching and learning.</p>	<ul style="list-style-type: none"> • Cover provided for subject leads so relevant work and training can take place to ensure quality first teaching across the school. 	<p>EEF – Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/#nav-download-the-guidance-report-and-poster</p>	<ul style="list-style-type: none"> • Cover provided for: <ul style="list-style-type: none"> ▪ Phonics lead ▪ Early reading lead ▪ Writing lead ▪ Y1/2 phase leader ▪ ECT ▪ Release for <i>School Improvement Priorities</i> • Training for staff on phonics and early reading • Development of interventions to close reading gaps in Y3/4 • Training for support staff to facilitate accelerated writing progress in the classroom. 		<p>Action plans written by leaders.</p> <p>Writing outcomes 2021-22.</p> <p>Reading outcomes 2021-22.</p>