

Catch-Up Premium Plan

Whitby Heath Primary School



Summary information

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| School | Whitby Heath Primary School | | | | | |
| Academic Year 2021-22 | No of pupils 420 | Catch Up Premium - estimated between £5,481 & £7,552 (£13-£18 per pupil) | Recovery Premium - based on 75 eligible children, estimated £10,875 (£145 per PP pupil) | School Led Tutoring Grant - £5,670 | Total Premium | £22,026.50 - £24,097.50 |

Guidance

Leaders at Whitby Heath Primary School are committed in ensuring all catch up funding is used effectively to make the greatest difference to children's outcomes after the COVID19 lockdowns in 2020 and 2021. Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID19). The Government has committed to further funding being made available for 2021/22 academic year following further partial closures of schools in Spring 2021. It will not be added to schools' projections in calculating future years' funding allocations and funding from Recovery and School Led Tutoring Grants will be used to further support Pupil Premium and Disadvantaged Pupils in school.

Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During bubble closures, self isolation and partial school closures in Spring term 2021, our pupils had access to remote learning through our use of the Seesaw platform. In addition, some of our families had no access to technology during the partial school closure. These families were provided with devices and technology support them.

Despite the hard work from staff, pupils and parents and carers, there have been varying levels of engagement from pupils throughout partial school closures and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Whitby Heath Primary School is to raise the attainment of all pupils to close the gap created by COVID19 school closure.

Barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible.

Primarily, using the catch up funding available, school will be using additional teachers to target identified children across all year groups. This will be enhanced through additional intervention programmes being delivered with planned CPD for staff focused on our Rainbow Recovery Curriculum to ensure a sustained response and to ensure attainment is improved long term. Some money will also be used for developing children's resilience and well-being so that they can strengthen their learning behaviours ensuring that they will become successful learners long term.

Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have used the government recommended '*Covid-19 Support Guide for Schools*', published by the Education Endowment Foundation (EEF) as well as the DfE School -Led Tutoring Guidance, to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

| Use of Funds | EEF Recommendations |
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| <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <i>Coronavirus (COVID19) support guide for schools</i> with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ☐ Supporting great teaching ☐ Pupil assessment and feedback ☐ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☐ Supporting parent and carers ☐ Access to technology ☐ Summer support |

Identified impact of lockdown

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| Maths | <p>Specific content has not been covered in the level of depth required due to lockdowns, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths and the lockdowns have not affected their attitudes however, they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Pupils missed the regular, daily practise of key arithmetic skills and so are less secure or show gaps in their knowledge of prior years' calculations. This is reflected in formative and summative assessments.</p> |
| Writing | <p>Children have lost essential practising of writing skills. Grammar, punctuation, sentence composition, handwriting and spelling specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdowns are less affected, however, those who have not maintained regular, quality writing have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> |
| Reading | <p>Children accessed reading during lockdowns more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Gaps in early reading skills and phonics have also been affected. The bottom 20% of readers have been disproportionately impacted.</p> |
| Non-core | <p>There are now significant gaps in knowledge - whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments as well as developing their cultural capital.</p> |
| Learning Behaviours | <p>Children's learning behaviours, including their self confidence, ability to work independently, willingness to cooperate, interact and learn with peers, problem solving skills, enthusiasm about learning and personal responsibility, are key drivers to their success as learners. The adjustment from remote learning to in school learning and back again has negatively impacted some children's previously positive learning behaviours and gaps in these behaviours have to be addressed to secure confident learning in all areas of the curriculum.</p> |

| Intended outcomes | |
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| 1. | At the end of Key stage 1 and 2, proportions of disadvantaged pupils meeting ARE in writing, reading and Maths, to be at least in line with national. |
| 2. | Secure high standards achieved in reading, writing and maths at the end of key stage and year |
| 3. | Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid19. |
| 4. | Attainment for all children is at least in line with national data for GLD. |

| Success Criteria | | | | | |
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| Criteria | Evidence | Autumn evaluation | Spring Evaluation | Summer Evaluation | |
| All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged pupils to meet ARE in reading, writing and maths. | Internal data Pupil progress meetings IDSR/ASP/SPS | | | | |
| All teachers to use termly assessment data from Educater to target children for intervention to ensure % of pupils achieving expected and higher standards in reading, writing and Maths across school increased from baselines on entry in September 2021. | Internal data Pupil progress meetings IDSR/ASP/SPS | | | | |
| Assessment data shows percentage of pupils meeting expected standard in phonic screen check is at least in line with national figures after impact of closures for Covid19. | Internal data Phonic screen checks Autumn 2021 and Summer 2022 | | | | |

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| Progress in phonics is strong from baselines in September 2021. | IDSR/ASP/SPS | | | | |
| Monitoring evidence shows all children have the opportunity to revisit and embed skills across all areas of learning, within a coherent and ambitious EYFS curriculum so that attainment for all children is at least in line with national data for GLD. | Internal data IDSR/ASP/SPS | | | | |

| Quality of teaching for all | Planned expenditure | | | Total budgeted cost: | | £98, 802 | |
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| | Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Impacts |
| | Embed the Whitby Heath Way Curriculum alongside the Rainbow Recovery Curriculum to address gaps in learning through the use of additional teachers and class teachers to deliver interventions to groups of pupils across all year groups. Pupil progress meetings in Autumn | Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments Attainment for pupils in line with national for reading, | Small group tuition can give up to 4 months impact. (EEF Toolkit) | Pupil Progress meetings and tracking Evidence from F&F monitoring of books Pupil voice | RJ/EW/CM/ Phase Leads | December 2021 March 2022 July 2022 | The WHPS Rainbow Recovery Curriculum has continued to be successful in ensuring that gaps in children's knowledge, due to lost learning, are addressed as well as ensuring pupils' social, emotional wellbeing is at the forefront of all T&L. This has been further strengthened through whole school Trauma Informed training and practice and the expansion of trained Mental health 1 st Aiders in school. Data shows that the majority of the children |

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| <p>term to evaluate children not on track based on return to school baselines. (Additional teachers: £98,662)</p> | <p>writing and Maths.</p> | | | | | <p>made expected/more than expected progress from their starting points at the beginning of the year (Reading - 84%, Writing - 85%, Maths - 86%).</p> |
| <p>Teachers to deliver additional phonic teaching using RWInc catch up sessions for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1. (Additional teachers: £98,662)</p> | <p>Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.</p> <p>Targeted children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> | <p>Phonic teaching can give up to 4 months impact (EEF Toolkit)</p> | <p>Progress and attainment tracking for phonics across EYFS/KS1</p> | <p>SB</p> | <p>December 2021 March 2022 July 2022</p> | <p>Teaching of phonics across EYFS and Y2 has shown that 78% of children are working in ARE RWInc groups and 85% of Y2 have passed the PSC in Y2. 40% of the children passed the PSC in Y1. Closing the gaps for these children will need to continue next year and focused teaching around gaps in learning for the children who did not pass the check will need to be targeted.</p> |
| <p>Beanstalk readers to support 1:1 reading for targeted children bi weekly (£330-£660)</p> | | | | | | <p>Beanstalk readers have encouraged targeted children to have a love of reading, read regularly, encourage a breath of reading and have additional reading sessions, weekly, to improve their fluency and comprehension.</p> |

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| | | They will be confident readers and dips in reading attainment will be negated. | | | | | |
| | Interventions delivered to ensure all children have the essential knowledge and skills for foundation subjects taught, including vocabulary acquisition. (Additional teachers: £98,662) | Attainment in foundation subjects in line with reading, writing and Maths. | Small group tuition can give up to 4 months impact. (EEF Toolkit) | Evidence from F&F monitoring of books Pupil voice | Subject leads | December 2021 March 2022 July 2022 | <p>Vocabulary development has continued to be at the heart of the development of the foundation subjects. Specific, targeted vocabulary acquisition is evident across all year groups.</p> <p>Assessments for the foundation subjects have been in place for PE, Science, History and Geography for the entire year. Other foundation subjects have been developed throughout the year and are all not in place at the end of the year - there will be a full cycle and embedding of assessment in the foundation subjects next year.</p> <p>Data shows in History: the number of chn achieving ARE is higher in KS1 than KS2.</p> |

KS1- +80% of chn achieved ARE or better. This is significantly higher than the number of chn achieving ARE in the core subjects

LKS2- The number of chn achieving ARE or better in Y3 and Y4 has improved steadily over the year. Data is slightly higher compared to the core subjects (which is between 60%-70% on average).

UKS2- Data is generally in line with data for both year groups by the end of Summer 1 in the core subjects. Y5 are the only year group in KS2 to achieve 80% ARE.

In Geography, data is showing that in KS1, an average of 81% of children have achieved ARE. In LKS2, an average of 83% have achieved ARE. In UKS2, an average of 83% have achieved ARE.

Using the AMAVEN assessments in PE, children, across the school, have achieved an average score of 3.5 with an improvement of 20% in the final assessments.

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| | <p>Invest in a range of CPD opportunities, including National College's online and live courses, for all staff to give all leaders and teachers the skills to respond to pupils' needs across year groups and in individual classes with a focus on metacognition and self-regulation linked to our tracking of and the teaching of positive Learning Behaviours for all children.</p> <p>£850 annual subscription</p> | <p>Teachers have the necessary skills and knowledge to respond to children's needs.</p> | <p>Quality targeted CPD ensures consistently high quality T&L underpinned by our agreed T&L Handbook</p> | <p>Monitoring of T&L against agreed T&L Handbook</p> <p>Learning Behaviour tracking</p> | <p>RJ/EW/CM/Phase Leads</p> | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>Staff have an increased awareness of how to emotionally support children through emotion coaching which is linked to improving their learning behaviours ensuring they are best placed to learn. This is both within and outside of the classroom environment.</p> <p>Below find whole school data comparison between baseline learning behaviours and Summer 2 learning behaviours:</p> <p>Baseline Red = 6% Amber = 42% Green = 52%</p> <p>Summer 2 Red = <1% Amber = 16% Green = 83%</p> |
| | <p>Further develop CPD plan for TAs and deliver training in house for areas such as marking and feedback, metacognition and self-regulation. Develop subject knowledge for teaching of writing.</p> | <p>TAs to continue to develop skills and subject knowledge to support the class teacher and deliver high quality interventions.</p> | <p>Quality targeted CPD ensures consistently high quality T&L underpinned by our agreed T&L Handbook</p> | <p>Intervention tracking.</p> | <p>CM/Phase Leads</p> | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>TAs have benefitted from a range of in-house training for marking and feedback, metacognition and self-regulation as well as developing subject knowledge for teaching of writing through a range of CPD sessions. End of year monitoring has shown an improved picture across the majority of classes within these</p> |

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| | | | | | | | targeted areas which has led to an improved provision and outcomes for pupils. |
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| | Planned expenditure | | Total budgeted cost: | | | £1,678 | |
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| | Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Impacts |
| Targeted Academic Support | Third Space 1:1 Maths Tuition for targeted Y5/6 children supports those identified children in reinforcing their understanding of basic maths skills and application of number. | Attainment gaps narrowed in key skills in Maths for targeted children | Small group tuition can give up to 4 months impact. (EEF Toolkit) | Training for key staff. Pre intervention and post intervention assessments. | ABur/CM/EW/RA | December 2021 March 2022 July 2022 | Third Space helped 15 pupils become more secure with 514 learning objective steps during 78hrs of teaching. Year 6 pupils on the SATs programme have worked through roughly 385 SATs style questions with their tutors, and answered another 106 questions independently after their sessions. In the Spring term, the average points progress across all children was +2.3 points from their baselines. 11/15 (73%) of the children made progress. |

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| | | | | | | | <p>Of the PP children in Year 6, 56% of them have accessed Third Space during the Spring term.</p> <p>The PP children made +3.8 points progress. The the non-PP children have made 1.6 points progress.</p> <p>Boys made 1.8 points progress and girls made 2.6 points progress.</p> <p>There is 1 SENd child who took part in Third Space during the Spring term. They made 2 points progress. Where children have made progress, the average points they have made is +3.5. Where children have not made progress/negative points, they have made an average of -0.8 points.</p> |
| | <p>IDL Numeracy for low attaining children in Key Stage 2. Supporting progression and confidence of basic numeracy skills through interactive activities based on their assessed level of need. Access built into daily Target Time.</p> <p>£279</p> | <p>Attainment gaps narrowed in key skills within Maths and English for Low attaining children in KS2</p> | <p>Trial session demonstrated positive impact of improved test schools, pupil voice feedback evidenced good engagement and impact.</p> | <p>Pre intervention and post intervention assessments.</p> <p>Pupil Progress meetings and tracking</p> <p>Pupil Voice</p> | <p>CM</p> | <p>March 2022</p> <p>July 2022</p> | <p>IDL has been, on average, three times per week as an intervention for children who access it.</p> <p>Data shows an improving picture for those children who have regularly accessed it throughout the year. For example, for IDL literacy, all children, apart from 1 child (who has made 0m progress) have made</p> |

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| | <p>IDL Literacy for low attaining children in Key Stage 2. Supporting progression and confidence of basic Literacy skills through interactive activities based on their assessed level of need. Focus on spelling and reading. Access built into daily Target Time.</p> <p>£279</p> | | <p>Evaluation of reading and spelling attainment gaps.</p> | <p>Reading and Spelling Ages taken at least termly on IDL.</p> | | | <p>good or better progress in their reading and spelling ages from their starting points. This intervention has had proven success for the vast majority of all learners in their spelling and reading age levels.</p> |
| | <p>First 4 Maths Step Up to Year 6 resource for Y6. Online 24 session programme for Year 6.</p> <p>£400</p> | <p>Attainment gaps narrowed in key skills on Maths for Y6 children</p> | <p>Support TAs in delivering intervention sessions that develop children's understanding of the key concepts of number from the Year 5/6 curriculum to address gaps so that they cover number content with confidence.</p> | <p>Pupil Progress meetings and tracking</p> <p>Evidence from F&F monitoring of books</p> <p>Pupil voice</p> | <p>EW/CarW/RA/ABur/AW</p> | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>12/13 (92%) of the chn have made at least good progress. 10/13 (77%) have made accelerated progress. Average points progress: 2.1 PP average points progress: 2 (non-PP 2.1) Boys average points progress: 1.75 (girls 2.2)</p> |
| | <p>Pathways to Progress</p> <p>£720</p> | <p>Attainment gaps narrowed in key skills in writing for targeted children</p> | <p>Small group tuition can give up to 4 months impact. (EEF Toolkit)</p> <p>Teachers/support TAs in delivering intervention</p> | <p>Pupil Progress meetings and tracking</p> <p>Evidence from F&F monitoring of books</p> <p>Pupil voice</p> | <p>RJ/ABur</p> | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>This intervention has aided children in closely the gap and addressing key gaps in learning and fundamentals in writing. Across the school, 85% of children have made good or better progress in writing.</p> |

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| | | | sessions that develop children's understanding of the key concepts in writing to address gaps so that they cover in-class content with confidence. | | | | |
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| Planned expenditure | | Total budgeted cost: | | | | £7,900 | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Impacts | |
| <p>Seesaw used for online, remote learning for all pupils across the school. Introduced Autumn term 2020 to ensure children, staff and parents/carers become familiar with this for use for any bubble/school closure moving forward.</p> <p>Home-learning opportunities will not always require parents to engage with the activities, affording</p> | All children are able to access education remotely when isolating/not in school so that outcomes for pupils are maintained | <p>Evaluation of remote learning offer during partial school closure in Spring/Summer 2020 indicates a need to ensure daily video contact and T&L for all children.</p> <p>The use of S&W calls during</p> | <p>Daily logs on CPOMS</p> <p>Weekly monitoring - Phase Leads</p> <p>Bi weekly SLT monitoring/meetings</p> | RJ/EW/CM/ Phase Leads/Learning Mentors | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>Seesaw has been embedded across the school which has offered children home learning opportunities when they have not been able to attend school for COVID or non-COVID related absences.</p> <p>It has also been embedded as a homework tool as well as a learning platform which can and has been used across the school.</p> | |

Wider Strategies

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| <p>the children greater independence and increasing the likelihood that parents/carers can sustain home-learning.</p> <p style="text-align: right;">£2,800</p> <p>Ensure engagement with school from all children self isolating (or not in school due to school closure) is high through the use of daily contact via Seesaw from teachers, safe and well calls and Phase Lead check calls as needed.</p> | | | | | | |
| <p>To further develop our PSHE/EHWP provision across school.</p> <p>Timetabled quality well-being initiatives across school through the use of My Happy Mind and the WHPS Rainbow Recovery Curriculum</p> <p style="text-align: right;">£5,500</p> | <p>Social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.</p> | <p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p> | <p>Learning Behaviour tracking</p> <p>Evidence from F&F monitoring of books</p> <p>Pupil voice</p> | <p>GB/EA</p> | <p>December 2021</p> <p>March 2022</p> <p>July 2022</p> | <p>Lessons being taught are equipping children with the vocabulary and language to enable them to discuss difficult topics. Evidence in floor books demonstrates that children know how to use happy breathing techniques. Children can also discuss other strategies to dealing with difficult emotions (e.g. talking to trusted adults).</p> |

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| | | | | | | | <p>Myhappymind sessions are taught every other week. Children can confidently talk about 'Happy Breathing' techniques during pupil voice.</p> <p>PSHE lessons are being taught every other week. Evidence from assessment of majority of classes having most children working at or above ARE. RSE has been taught through sessions with Health Box (Year 5&6) which were very successful. Further learning objectives for other year groups were covered through the CWP in PSHE lessons.</p> |
| | <p>Children will have access to high quality outdoor learning which will be engaging and offer the opportunity to apply skills across the curriculum.</p> | <p>All classes will have regular opportunity to learn outside the classroom across the curriculum.</p> <p>There will be opportunity for all classes from Y1-6 to</p> | <p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit). This will have a positive impact on wellbeing.</p> | <p>Outdoor planning</p> <p>Outdoor learning monitoring</p> <p>Pupil voice</p> | <p>RJ/NO/EW/CTs</p> | <p>March 2022</p> <p>July 2022</p> | <p>Throughout the year, outdoor learning lessons have been planned into the curriculum across all core and foundation subjects. More awareness has been raised for environmental issues through eco assemblies. Forest school sessions had clear curricular links which will allow teachers to be able to</p> |

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| | | <p>complete Forest Schools sessions with a FS specialist (Anthony Hadfield). This will also work as CPD for class teachers during the sessions.</p> | | | | | <p>lead outdoor learning sessions which link to the Forest School principles next academic years.</p> <p>Progress in Writing was positive for tracked PP chn, with 83% make good or better progress.</p> |
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| Total paid through Covid Catch-Up | £22,026.50 - £24,097.50 |
| Total paid through Pupil Premium | £76,597 (see PP overview) |
| Total overall income | £98,623.50 - £100,694.50 |
| Total overall spend | £108,710 |