

School name	Orton Wistow Primary School
Pupils in school (Y3-Y6)	418
Academic year or years covered by statement	2020-2021
Publish date	February 2021
Total Funding allocated	£33,440
Review date	September 2021
Statement authorised by	Headteacher

Funding Allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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 for the next academic year. (See also Education Endowment Foundation - School Planning Guide 2020-21)
Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Menu of Potential Provision

Support	*EEF Strategy	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teaching and whole-school strategies	Supporting great teaching							
	Pupil assessment and feedback							
	Transition support							
Targeted Support	One to one and small group tuition							
	Intervention programmes							
Wider strategies	Supporting parents and carers							
	Access to technology							

*EEF – Education Endowment Fund

Strategy	Rationale	Solution	Cost
Supporting great teaching	Pupils who have fallen behind during the period of home learning Gaps in learning due to lockdown and engagement at home being varied compared to those who attended school (key workers and vulnerable)	Pixl Use of assessments (PIXL, Mock statutory assessments) to identify gaps and children who's rate of progress has slowed. Raising Standards Lead and deputy to support year groups with identifying resources to help recovery. Pixl transition package used to identify gaps in September. QLA used to inform planning and plug the gaps. Pixl 10-week plans produced to demonstrate what needs to be taught when to effectively close the gap.	£3240
	Lockdown had the biggest effect on maths and clear gaps in knowledge and understanding due to school closures.	Maths No Problem?? Scheme used across school (Years 1 – 6). Structured program focussing heavily on reasoning and children's application of maths skills.	
	CPD for all staff (teachers and Tas). Move towards more in house CPD for all staff directly involved with the education of the pupils at OWPS. Main aim to Develop pedagogical approaches to improve T&L	WalkThrus Practical strategies for all to access. Subscription to full package giving all staff access to the WalkThru books and online resources. Whole school focus on some elements plus individuals choosing WalkThrus that will support them in improving areas of their own practise they had identified. Staff to use these to inform their Performance Management, short-term rolling target.	£790
	Lockdown had biggest effect on maths and clear gaps in knowledge and understanding due to school closures.	White Rose Resources and schemes of work for all primary ages. This is another resource alongside Maths No Problem for teaching staff to use. White Rose has a focus on making maths fun and enjoyable, helping to motivate pupils in this area of the curriculum.	£160
	Curriculum has become more complex due to lockdown and gaps have appeared due to mix of children at school or home learning.	Planning Time for Teams Year group partners are given a day each term to work together to plan for the next term. This allows them time to agree on gaps, the focus for each subject and to begin the short term planning process, including considering gaps highlighted from assessments.	£6720
Pupil assessment and feedback	Diagnostic assessments required to be clear on gaps in children's skills knowledge and understanding	Testbase Gives teachers (and support staff) access to past SAT paper questions from statutory tests. Used to carry out formal and informal assessments leading to question level analysis and changes to provision.	£???

Strategy	Rationale	Solution	Cost
	Expertise from across school required to agree on best approach to supporting catch up.	<p style="text-align: center;">Staff release time</p> <p>Regular (termly) pupil progress meetings. PPM model to involve Head, deputy, maths lead, English lead, SENCO and Pixl raising standards lead. Also, each meeting will have the two year group teachers and their team leader wherever possible. This collection of staff offers the best support and advice to each team.</p>	£2880
One to one and small group tuition	Pupils returned to school with gaps in their knowledge, skills and understanding. Targeted support has been necessary to supplement teaching in class.	<p style="text-align: center;">Assistant SENCO role</p> <p>Given the increased complexity of need within the school, we have introduced an Assistant SENCO. She supports teachers to identify the additional needs within their classroom and then works with General TAs to provide intervention, support and challenge. This helps us to 'fill the gaps' that we have identified.</p>	£9400
	Pupils returned to school with gaps in their knowledge, skills and understanding. Targeted support has been necessary to supplement teaching in class.	During the summer term, we used a short term additional TA to support classes/year groups with greater need. This enabled more experienced/senior TAs to work with individuals and small groups.	£1062
Intervention programmes	Making the best use of time reading is vital to helping children improve their reading skills and the knock on effect this can have to other areas of learning	<p style="text-align: center;">Accelerated Reader</p> <p>Sophisticated program that matches children's reading abilities to the correct books, allowing them to progress through quizzes and regular assessments.</p> <p style="text-align: center;">Books for Accelerated Reader</p> <p>For AR to be effective, children need access to a good range of books that are within their current level. Increasing the AR books in school will help us to promote a love of reading whilst using the AR approach to help children progress.</p>	£2500 £1000
	Through the pandemic, children have missed out on some of the regular phonics teaching, especially those that are home learning.	<p style="text-align: center;">Phonics Books</p> <p>To help children recover in this area, a greater range of books matched to the phonics phases they are currently working within will support this important catch-up.</p>	£2000
Supporting parents and carers	Ongoing access to quality home learning resources which teachers can use to assign tasks and learning.	<p style="text-align: center;">Purple Mash</p> <p>Whole school subscription to Purple Mash will allow all pupils to access this resource in school and at home. Some areas of the curriculum have made links to these resources in the school's curriculum 2,0 documents and this learning being reinforced at</p>	£1000

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		home or children being able to access if isolating will stop further gaps forming.	
	Times table knowledge needs to improve across school to support the maths catch up plans.	<p style="text-align: center;">Times Table Rock Stars</p> <p>A resource for home and school use, this online tool will help children to practise their times tables in a fun and interactive way. Another area of the curriculum that can be supported from home. Helping children to become more secure with their tables will improve Year 4 multiplication check results, but more importantly, will help children combat a variety of maths concepts and challenges with confidence.</p>	£200
	Children's mental health and fitness, in some cases, have been effected by the pandemic.	<p style="text-align: center;">Golden Mile Subscription</p> <p>A way of promoting regular exercise in school on top of PE lessons and break times. Challenges set for classes and it is a strategy teachers can use to promote health and wellbeing in class.</p>	£1260

Spending Summary

Grant	
Expenditure	
Supporting great teaching	£10910
Pupil assessment and feedback	£2880
One to one and small group tuition	£10462
Intervention programmes	£5500
Supporting parents and carers	£2460
Access to technology	
Total	£32212
Remaining Grant	£1228