



Willington Primary School

Catch Up Premium Strategy 2020-21

Total Amount	£17120	Number	Percentage	
Number on Roll	215	PP Children	32	15%
		SEND Children	29	13%
		EHCP Children	5	2%
		LAC Children	0	0%

Identified Barriers

Speech and Language and communication skills in EYFS and Year 1 are lower than we would have expected prior to Covid19

Pupils in Year 1 and Year 2 have missed a significant amount of direct Phase 2 – 5 phonics teaching in school

Reading, writing and maths skills are lower than we would have expected prior to Covid19

Communication skills across the school have been impacted upon by the Covid19 restrictions

The level of engagement with homework and remote learning varies greatly across the school

Objective	To improve communication skills (including speech and language skills) of children.		
Barrier	Speech and Language and communication skills in EYFS and Year 1 are lower than we would have expected prior to Covid19 Communication skills across the school have been impacted upon by the Covid19 restrictions		
Rationale	Employing a private speech and language therapist to carry out assessments and create plans will ensure that pupils receive appropriate and focused programmes of work to address the gaps and issues identified promptly. A 10 week CPD course will ensure that key KS1 staff are able to identify and address speech and language issues promptly and effectively		
Success Criteria	Assessments by a Speech and Language therapist will show improvements		
Actions	Timescales	Monitoring	Funding
Initial assessments and SENDCO meeting with private SALT	By December 2020	MU	£900
Ongoing assessments	By April 2022		£1800
Individual programmes and interventions based on SALT initial reports, assessments and discussions with teachers	By	MU	£1800

DPIA created by Mrs Ryley and approved by GDPR team and Governors to ensure data shared with SALT is appropriately used and stored	By May 2021	AG	£0
TA hours to deliver SALT programmes and interventions	By July 2021	MU and AG	2.5 X 39 x £15.78 £1540
10 x KS1 staff to attend a 10 week course – ‘More than words’	By March 2021	MU	£810
4 x supply teacher cover	By July 2021	AG	4 x £220
6 x supply TA cover	By July 2021	AG	6 x £110
Assessments/Pupil Progress meetings to discuss children receiving this support to measure effectiveness	By July 2021	MU and AG	£0
Total expected cost			£8390

Objective	To effectively identify gaps in reading, spelling and maths knowledge in individuals, groups and cohorts		
Barrier	Children across the school have missed significant periods of in-school teaching Children have been provided with remote learning but uptake of this has varied greatly across the school		
Rationale	Using the GL suite of assessments in May/June 2021 from Year 2 upwards will ensure that teachers have detailed assessment data which will identify strengths and areas for development for individuals, groups and cohorts. The GL assessments will ensure that the SENDCO has appropriate standardised assessment data that can be used to provide evidence for GRIP and EHCP applications Teachers will be able to use assessment data to inform transition and support planning and assessment of intervention activities		
Success Criteria	All pupils in Year 2 upwards will complete GL assessments in reading, spelling and maths SEN and identified pupils will complete detailed assessments to enable the SENDO/teachers to plan appropriate provision		
Actions	Timescales	Monitoring	Funding
Research into alternative assessments to the PIRA, PUMA and GAPS	By December 2020	MU	£0
Trailing of GL assessments by MU and MR	By April 2021	MU	£0
Purchase assessments for SEND assessments	By May 2021	AG	BPV53 £230 Key Maths £458
Purchase assessments for reading, spelling and maths	By May 2021	AG	No additional cost other than normally budgeted for testing

Pupils in Year 2 and above sit online assessments	By 18 th June 2021	AG	£0
Results analysed by Assessment co-ordinator	By 2 nd July 2021	AG	£220
SLT meeting to prioritise pupils, groups and cohorts for intervention activities	By 9 th July 2021	AG	£220
Staff meeting to share whole school and cohort data and implications for next year	By 16 th July 2021	AG	£0
Total expected cost			£11283

Objective	To identify and address gaps in skills and knowledge from the previous years' objectives in maths, reading and spelling
Barrier	Children across the school have missed significant periods of in-school teaching Children have been provided with remote learning but uptake of this has varied greatly across the school
Rationale	Using an experienced teacher to provide intervention support in identified cohorts will increase rates of progress and ensure that the gaps between children are narrowed effectively. The intervention teacher will team teach with the class teacher to ensure that the learning is effective and appropriate and in line with the rest of the cohort,
Success Criteria	Children will make accelerated progress from their starting points and this will be measured using GL suite of assessments

Actions	Timescales	Monitoring	Funding
Identify individual pupils, groups and cohorts most in need of intervention using GL assessment data	By 9 th July 2021	AG	£220
During the autumn term the intervention teacher will work with two cohorts for three mornings per week (Mon, Tues and Wed)	By December 2021	AG	£6368
Assessment data will be used between the autumn and summer term to prioritise cohorts for intervention support	By December 2021	AG	£220
During the spring term the intervention teacher will work with two different cohorts for three mornings per week (Mon, Tues and Wed)	By December 2021	AG	£4776
Total expected cost			£11584

Total cost of catch-up intervention	£21257
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To be completed at the end of 21/22

Review of Impact			
Objective	How the money was spent	Outcomes & Impact	Lessons Learned