



WLM Catch-Up Premium Strategy



The government is providing funding to cover one-off universal catch-up premium for 2020-2021 academic year. It is to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. Any funding not spent in 2020-2021 academic year can be carried forward to 2021-2022 academic year.

Our Catch-Up Premium strategy has been steered by the Education Endowment guide, 'The EEF Guide to Supporting School Planning: A Tiered Approach to 2021'. This EEF Guide to Supporting School Planning aims to support school leaders with their planning for the year 2021. It proposes a tiered model that focus upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts. The DFE's catch-up programmes guidance has also been reviewed alongside.

Crucially, this guide recommends that schools prioritise a small number of approaches best suited to their context. Less, implemented properly, is more.

Summary information

School name:	Westleigh Methodist Primary School				
Academic year:	2020-21 then carry forward to 2021-22				
Total number of pupils on roll:	2020: 205 2021: 204				
Total catch-up budget:	£16,240	Total spend in 20-21	£6,388.50	Carry forward to 21-22	£9,851.50
Date of review:	September 2021 (see evaluation comments) Date of 21-22 review – July 2022				

Strategy information

At Westleigh Methodist, our catch-up priorities are aligned with some of our identified Whole School Priorities:

- To ensure children have access to high quality, systematic phonics teaching to support the development of Early Reading.
- To foster a love of reading within children.
- To ensure that all children have access to high quality mathematics teaching to guarantee that they have the opportunity to develop the required knowledge and skills.
- To ensure that our teaching pedagogy supports the retention of working memory within children.
- To ensure children have an awareness of mental health and can recognise when they need support and how to get the support that is needed.

Teaching and Whole School Strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Evaluation
Embed retrieval and retention strategies in all lessons – Staff meeting Spring Term (using the work done with J.Brown)	Teachers regularly draw upon retrieval strategies and offer daily opportunities to retrieve and remember. Children know more and remember more. This will be linked to assessments, particularly within the foundation subjects to monitor their retention of knowledge	More children can apply skills and knowledge learned in all curriculum subjects and be successful in future learning and employment. (EEF research)	£175 – Chris Quigley Retrieval Development Pack	Xanthe Moragrega - HT Rhys Jones – DHT Amy Hilton - SENDCO	Training was implemented and staff implemented strategies.
Using long term planning results from targeted diagnostic assessments (NTS) to plan for specific reconnection lessons through gap analysis tool (MARK)	Teachers are able to monitor progress as pupils recover any learning loss and use the curriculum design to deliver whole class reconnection lessons, addressing gaps in learning in a timely manner	Teachers are aware of what pupils have (or have not) learned and address whole class misconceptions or prior learning needs in a timely manner. Baseline assessments based on previous year’s curriculum so teachers have a clear starting point.	£0 (NTS and MARK already used)	Christy Coleman – Maths lead	PIXL was utilised to plan targeted interventions. White Rose Maths Recovery Curriculum implemented in all classes to address gaps in learning.

TESS Support – de-escalation strategies	Staff create environments that are conducive to learning, and positive behaviour including behaviour for learning is evident throughout school. Build these strategies into the school’s behavior policy including the use of the zones of regulation to fully embed them.	When behaviour is good, teachers can focus on the content of their delivery, improving outcomes. Children feel supported and valued. Children have a clear understanding of the expectations of themselves.	As part of school package	Amy Hilton - SENDCO	Zones of Regulation implemented in March 2021 in all classes. Children now understand and can utilize the Zones to regulate and understand their emotions and feelings more.
Whole school Mental Health Workshops	Children who understand their mental health can recognise when they need support and are aware of how to get this support.	Support from adults is given in a timely manner as children know they can discuss their mental health needs. Children know how to manage their own wellbeing – coping strategies, relaxing strategies, breathing/mindfulness etc	From school budget	Sarah Williams – Pastoral Manager	Well Being Wednesdays gave the children the tools to understand their own mental health and how to manage their positive wellbeing.
2021-2020 Y6 extra Teaching utilizing SENDCo/previous teacher	Children in Y6 to meet end of year targets in 2021-2022	Children in Y6 will have the added support from SENDCo (who is also their Y5 teacher) to support differentiated learning and catch up learning two morning per week.	£9,851.50	Miss Hilton (SENDCo)	
Total spend:			£10,026.50		

Targeted Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Rising Star Shine Intervention	Children receive additional tuition in specific key areas of reading and mathematics	Children recover learning loss quickly and have further opportunities to apply new learning. Outcomes in reading and mathematics improve and children meet end of year targets	£720	Christy Coleman – Maths lead	SHINE was utilised to plan targeted interventions. White Rose Maths Recovery Curriculum implemented in all classes to address gaps in learning.
Additional tuition through overtime (teachers and TAs)	Children receive additional tuition in specific key areas of reading/phonics, spelling and grammar, writing and mathematics	Larger % of children who meet their end of year targets and outcomes improve in key subject areas. Children gain self-belief and reach their true potential.	£2956	Xanthe Moragrega – HT Rhys Jones - DHT	Additional tutoring allowed children to make progress towards their end of year targets.
Nuffield Early Language Intervention (NELI)	Children at risk of experiencing difficulty with reading are able to develop language and communication skills that reduce this risk.	The EEF published results from the trial (193 schools) that pupils improved language skills by an additional three months.	£0	Brooklyn Perkins – EYFS lead	NELI now implemented as part of the EY curriculum in Reception from September 2021. TA training to deliver this program.
Additional RWI Phonics Books	Children have enough RWI books to take home during the current pandemic as resources have to be quarantined to mitigate risk of transmission.	Higher % of children pass their phonics screening and make extended progress in phonics due to the ability to have access to a wide range of texts.	£412.50	Beth Butler – Phonics lead	Books purchased to supplement our existing Read, Write, Inc scheme.

Wigan Athletic Physical Development, Communication and Language program	Children within EYFS will receive specific physical development sessions that have a clear communication and language focus and increase their understanding of these skills allowing them to become more self-aware and independent.	Large % of children become school ready by the time they enter Key Stage 1 with their communication and language skills alongside their physical development skills.	£1125	Beth Butler – PE lead Brooklyn Perkins – EYFS lead	Children in EYFS thoroughly enjoyed the program and developed their language and vocabulary across physical development.
SALT intervention for Reception and Year 1 pupils (with identified individuals from other year groups)	Children who receive the intervention support are more likely to make quick progress with their speech and language skills, giving them more opportunities to improve their language and communication skills long term.	Targeted and individual support will be given to class teachers to support with the same strategies within the classroom.	£0 (paid through PPG)	Rhys Jones – DHT Amy Hilton – SENDCO	SALT interventions were put into place for a variety of children. SALT therapist worked closely with children, staff and families.
1:1 nurture support	Children develop resilience and are aware of their own expressive behaviour and actions and the consequence and rewards linked to these choices	Children choose to behave well and become autonomous in their response to school rules. Children know they are cared for, understand a range of emotions are natural and can recognize triggers and solutions associated with their character	£1000	Caroline Seddon – Nurture lead Sarah Williams – Pastoral Manager	Boxall profiles show child are making progress across the strands. Children’s understand of their emotions and reactions to different situations was improved.
Total spend:			£6213.50		

Wider Strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Support teachers in facilitating access to online tuition by providing high quality remote learning opportunities through whole staff Purple Mash/Teams training	Children who are isolating are given the same curriculum diet as their peers in school and are able to access teaching and learning materials.	Teachers know how to upload teaching videos, assign work and offer feedback using the online platform 'Purple Mash' or through 'Microsoft Teams'. Children know how to use the platform with minimal assistance. Children continue to learn and apply their learning during isolation periods, making at least good progress.	£0 (included in the Purple Mash subscription)	Xanthe Moragrega – HT Emily Hunt – Computing Lead	Remote Learning Policy and home learning was implemented for all children who were isolating at home.
Regular pastoral/welfare phone calls to parents	Parents and carers maintain positive relationships with school and feel supported. School is aware of external pressures on parents and can direct them to external services where required.	Attendance is improved and school understand the barriers to attendance and are able to address them early and support children in returning to school.	School Budget to pay for Office UC accounts	Sarah Williams – Pastoral Manager	Welfare checks were completed for all children and positive relationships maintained between school and home. Children and families were offered support to improve attendance through Early Helps and 1:1 support with Pastoral Manager.
Utilise Vodafone's emergency data package to facilitate home learning	Order 50 data SIMs to give to pupils who find it difficult to access education from home due to not having the right connectivity. Each SIM has a 30GB data	Data sims allow pupils to access school work from home, catch up on lost learning during school holidays, and continue with their education if they are required to isolate.	£0	Xanthe Moragrega - HT	Data packages used to support families to gain access to online learning.

	allowance valid for 90 days.				
Share online safety information and guidance to both children and parents	Children remain safe online and can make safe decisions, when not being supervised. Children know how to avoid, and report unsuitable content, disclosing personal data, illegal downloads, file sharing, spyware, viruses, inappropriate advances and cyber bullying.	Children are equipped with the skills to be safe online and avoid risks including 'tricks'. Parents successfully monitor children's usage and restrict inappropriate content.	£0	Emily Hunt – Computing lead	Children remained safe when learning online due to the information and guidelines shared by school.
Open and monitor Early Helps with the intent to improve attendance	School are aware of the reasons behind poor attendance and work with the family to support in improving attendance.	Children want to come to school. Parents want their child to be in school. Parents and children access remote learning during periods of isolation.	£0	Sarah Williams – Pastoral Manager	Early Helps supported families and children to attend school and improve attendance.
Total spend:			£0		

Summary Report

What is the overall impact of spending?

At Westleigh Methodist, our catch-up priorities were aligned with some of our identified Whole School Priorities:

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We feel we were able to utilize the funding to make progress and meet the catch-up priorities and further overall impact of spending can be found in the comments sections of each action.

How will changes be communicated to parents and stakeholders?

This strategy document will be communicated via our school website, shared with staff during CPD session and with Governors Meetings with Governors.

Final comments

Carry forward of £9,851.50 from 2020-2021 to 2021-2022, this is documented above and all funding is spent in its entirety by July 2022.

Final spend: £16,240