

Catch-up Premium Strategy 2022-2023 – KEEP UP, NOT CATCH UP

School's name	Wigley Primary School			Date	September 2022
School's universal catch-up premium fund (total amount)	£2000			Number	Percentage
Total number of pupils on roll	NOR = 47	Pupils eligible for the pupil premium/ disadvantaged	5	10.7%	
		Pupils eligible with SEND	11	23.4%	
		Pupils eligible who are LAC and/or PLAC	0	0	
Barriers					
Academic					
1.	Understanding and distinguishing between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly due to varying approaches at home despite guidance being provided.				
Behaviour and Attitudes					
2.	Re-instilling in the children the key skills and attitudes necessary for them to become motivated and independent learners, leaders and co-operative team players.				
Personal development (including social and emotional health and wellbeing)					
3.	Pastoral provision to be made available to all pupils designed to supporting the rebuilding of friendships and social engagement.				
4.	Pastoral provision to be made available to all pupils designed to support pupils with approaches to improve their physical and mental wellbeing.				
Date(s) of review(s) and impact of catch-up premium funding:		Autumn: December 2022 EHT and SLT. Spring: March/April 2023 EHT and SLT. Summer: July 2023 EHT and SLT.			

Catch-up premium plan: **Academic Objective 1: To fill gaps in learning associated with extended school closure and varying levels of parental input in to learning.**

Reasons for the approaches taken: The need to address gaps in learning created by extended school closure.

Success criteria –

- Gaps in learning and misconceptions identified quickly and planning altered to address effectively.
- Children's attainment at the end of the year in line with age-related expectation or where previously predicted to be.
- Teachers have a clear understanding of individual gaps for children, setting targets and planning interventions effectively.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
1	Continuing to understand and distinguish between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly due to varying approaches during home learning despite guidance being provided.	<p>Gaps in learning addressed following both formal and informal assessments and gaps analysis. (scrutiny of pupils' work and lesson observations)</p> <p>1-1 and small group work used to effectively address missed learning and material that has been learnt incorrectly. (scrutiny of pupils' work and lesson observations)</p> <p>Parents kept informed of how they can best support learning at home.</p>	<p>Enhanced adult support in school to enable both teacher and TA led 1-1 and small groups sessions.</p> <p>Sessions used to address both learning that has been forgotten and material that hasn't been learnt properly after an extended period of school closure.</p>	<p>Sept/Oct 2022 – Assessments made (All staff)</p> <p>Sept/Oct 2022 – 1-1 and small group initiatives developed making use of enhanced staffing levels and TA support. (All staff)</p> <p>Dec 2022 – Review of progress via discussion, analysis of data and scrutiny of pupils' work. (all staff)</p> <p>June/July 2023 – Further review of progress.</p>	<p>H.T & Governors to evaluate through;</p> <ul style="list-style-type: none"> ❖ Analysis of teacher plans. ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data. 	<p>£435 towards the cost of an additional 5.5 hours of Janet Dore, TA in KS1.</p> <p>£950 towards the cost of Rebecca Webster TA/HLTA in KS1.</p> <p>As well as KS1 interventions, this enables KS2 to utilise Donna Walton TA.</p>

Catch-up premium plan: **Behaviour and attitudes** **Objective 2: To rebuild the children's self-confidence, skills and attitudes that enable them to become independent learners.**

Reasons for the approaches taken: Before closure, children across both key stages were demonstrating the key skills and attitudes necessary to be motivated and independent learners, leaders and cooperative team players. Due to isolation, some of this desire and outstanding attitude will have been lost.

Success criteria –

- Children keen to re-establish themselves as motivated learners.
- Outstanding attitudes to learning, particularly making up for lost learning, observed in both Key Stages.
- Teacher planning, outcomes of assessments and scrutiny of pupil's work reflects a motivated approach to learning and independence.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
2	Re-instilling in the children the key skills and attitudes necessary for them to become motivated and independent learners, leaders and co-operative team players after an extended period of reduced social interaction.	Classroom observations, scrutiny of work and parent, pupil and teacher questionnaires report attitudes and key skills akin to how they were before first lock down.	All members of staff to set high expectations of pupils' learning behaviours, including expectations and engagement in 'blended learning' should the need arise.	<p>Sept/Oct 2022 – Children return to school with high expectations of learning behaviours.</p> <p>Dec 2022 – Review of progress via discussion, analysis of observations/questionnaires and scrutiny of pupils' work. (all staff)</p> <p>June/July 2023 – Further review of progress.</p>	<p>H.T & Governors to evaluate through;</p> <ul style="list-style-type: none"> ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data. 	£30 = other resources linked to the delivery of high-teaching with a view to the children working independently.

Catch-up premium plan: **Personal development** **Objective 3 & 4: To ensure children have access to high quality pastoral support.**

Reasons for the approaches taken: Children's emotional well-being post pandemic still of the utmost importance in school.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
3 & 4	Pastoral provision to be made available to all pupils designed to: <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement. address and equip pupils to respond to issues linked to coronavirus. support pupils with approaches to improve their physical and mental wellbeing. 	Pastoral support available quickly to respond to emerging needs. (record of interventions, record of training)	6 days supply cover to enable SC as SENCO or class teacher to carry out work linked directly to the provision of pastoral support (allocation of 3 days per school).	Sept/Oct 2022 – Children return to school. Any immediate issues/worries/concerns dealt with in a timely manner. Dec 2022 – Review of pupil wellbeing via discussion, analysis of observations and feedback from interventions. (all staff) June/July 2023 – Further review of progress.	H.T & Governors to evaluate through; <ul style="list-style-type: none"> ❖ Reports from H.T. 	6 days supply cover to enable SC as SENCO or class teacher to carry out work linked directly to the provision of pastoral support (allocation of 3 days per school). £195 x 6 = £1170 split between both schools = £585