



Westfield Primary School



PRIDE: Positivity. Respect. Independence. Diversity. Excellence.



Catch-up Premium Strategy 2020 -2021



Our vision at Westfield is...

We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.

"Love of Learning, Love of Life"

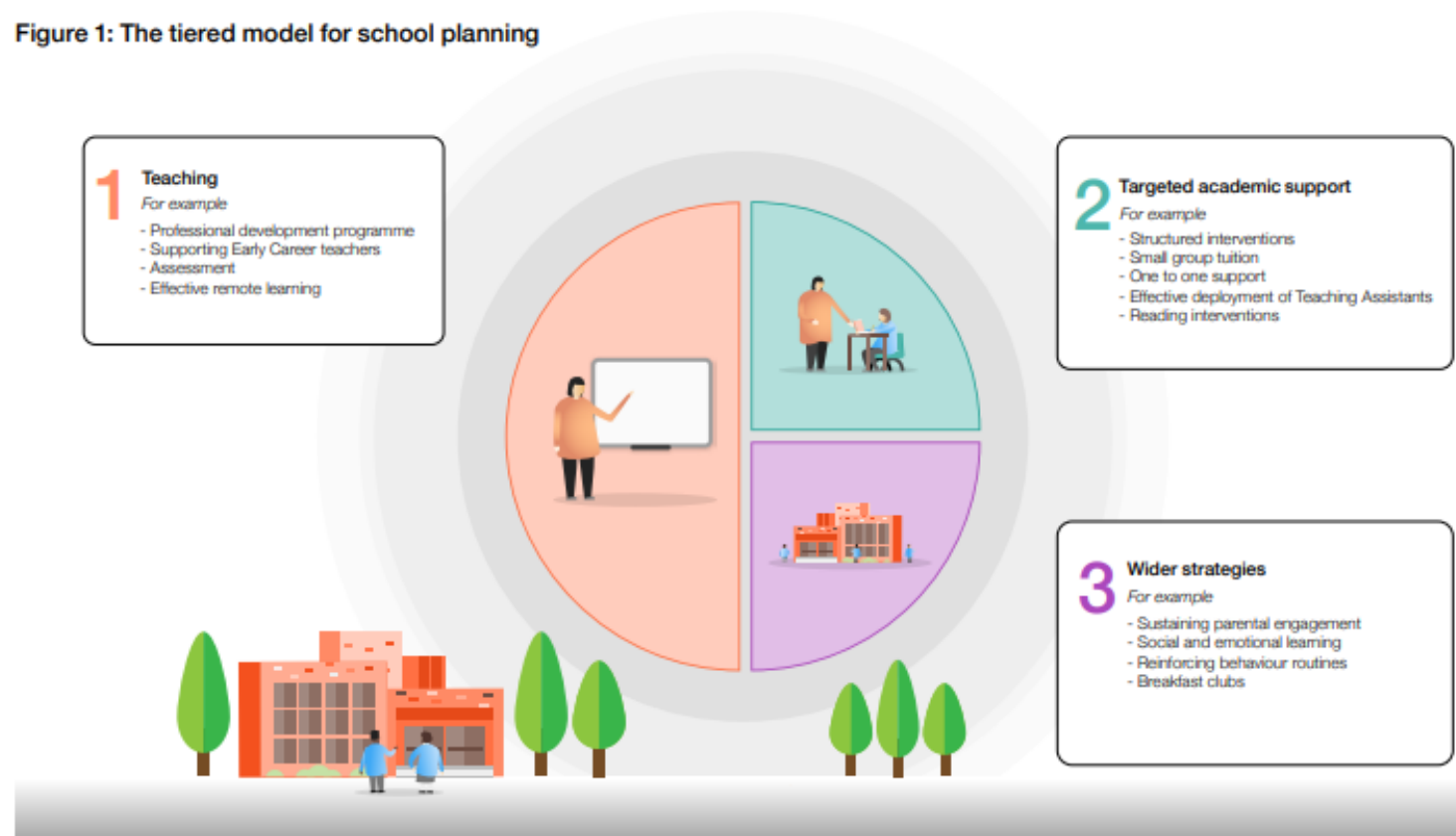
We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.

Westfield- Catch-up Premium Strategy 2020 - 2021

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



Catch Up Covid Plan

Summary Information	
Number on Roll eligible	459
Funding per pupil	£80
Academic year	2020 2021
Total Catch up Funding Budget	£ 36 720
Funding spent on targeted, structured interventions.	<p>1 part - time teacher delivering 50/100th for interventions: £ 25 374 (original PP budget)</p> <p>1 part -time teacher delivering 48/100th for interventions: £24 221 (original PP budget)</p> <p>PT teachers costing in total for intervention £49 595. (Additional £12 875 continues to be from PP funding)</p> <p>To backfill PT teacher intervention roles, we have retained 2 LSAs costing £29 929 (Covid funding)</p> <p>We have also increased 2 LSAs hours costing £1492 (Covid funding)</p> <p>We have advertised 2 additional LSA roles for the year, costing £26 344 (part Covid funding)</p> <p>Total to support pupils for the year 2020 / 2021 is £56 765 (An additional £21 045 above the Covid Catch up funding, which is funded from Carry forward)</p>

Whole school teaching/ strategies	
Actions	Intended Impact
Children's return to school in Sept 2020 celebrated and Pandemic circumstances acknowledged e.g. Bubbles & Banners, Time Capsule, Vintage Singer, Diversity week, mental health day (#Hello yellow)	To facilitate the transition back into school for all pupils in a positive way.
RWI Phonics programme introduced from Years R to 2. Regular assessment of individuals determine the groupings, which are flexible, to ensure teaching is targeted at children's need.	Targeted teaching and ongoing assessment is provided to enable children to catch up and keep up.
Purchase additional levelled/ banded books matched to phonics/ reading age.	To ensure children are reading books which match the phonics they have been taught/know.
Staff CPD - July and September INSET days focused on RWI training to ensure all staff upskilled in preparation for the September introduction of RWI.	Staff are fully trained and feel confident in the delivery of RWI phonics.
Weekly short catch up/training of staff on RWI.	Further upskilling of staff, sharing expertise and identifying any areas that staff need more support on.
January INSET day - Sue Palmer on GPS (morning). Afternoon - in-house CPD.	Staff upskilled and able to deliver more focussed support and learning.

Years 1 to 6 to undertake the Summer PUMA/PIRA/GAPS tests from the previous year group (missed due to lockdown) at the end of Autumn 1.	To identify any consistent gaps in understanding which will then be addressed through whole class teaching, gap plugging and targeted small group or 1 to 1 interventions.
End of term assessments and data collection using NTS Maths tests, NTS Reading tests and GAPS and ScholarPack.	Identifying any gaps in understanding and learning and informing planning and intervention groups for the following term, so that children can catch/keep up.
Regular quality assurance (feeding into termly triangulation document) ensures high quality teaching for all.	All children have access to high quality teaching.
Introduce SeeSaw across the school. Allowing time for staff and pupils to become accustomed to/confident in using it, initially in class and for aspects of homework. Building up to using it as a tool for remote learning should the need arise.	In the event of a lockdown or bubble closure children will be able to confidently access their learning using this tool. They will also be able to receive feedback via this tool.
Robust Remote Learning Contingency Plan written and in place for all children, shared with parents.	Teachers, parents and pupils are confident how remote learning will work in the event of individuals, groups and class/year group bubbles being sent home, or in the event of a lockdown. Remote learning will start immediately.

Targeted Academic Support	
Actions	Intended Impact
<p>Two part-time teachers work directly with individuals and small groups covering Maths and English interventions. These are highly focussed and time bonded sessions based on analysis of the children's summer test papers and through discussion with class teachers identifying gaps in learning and understanding.</p> <p>Autumn: Years 4 and 5 Spring: $\frac{1}{2}$ term Yr 1 & Years 2 and full term Yr. 3 Summer: Years 4 and 5</p>	<p>Intervene swiftly on identified gaps in learning and understanding so that any gaps can be quickly addressed, allowing the children to keep up with their peers.</p>
<p>HLTAs and LSAs provide targeted interventions to pupils in Year 6.</p> <p>Robust and rigorous interventions provided daily to identified pupils in specific areas. Analysis of test papers and ongoing teaching and assessment will provide the information for grouping the pupils and identifying their gaps.</p>	<p>Pupils will gain support and confidence in their learning, gaps will be closed and the children will be able to keep up with their peers and the curriculum.</p>

<p>LSAs in EYFS to be trained in NELI (Nuffield Early Language Intervention) so that they can deliver targeted interventions in the Spring and Summer terms to support language development. 2020 on-entry 30% at 30-50 months secure and above (communication and language). (Additional LSA in EYFS for these 2 terms in the morning to support the EYFS curriculum).</p>	<p>EYFS children with low C & L skills and those making less than average progress will be targeted with NELI interventions, so that their skills and confidence increase and they can keep up with their peers.</p>
<p>Two additional LSAs employed to deliver targeted interventions under the direction of the class teachers (PP focus). Children identified for interventions following Autumn assessments and data collection, highlighted during pupil progress meetings.</p>	<p>Children's gaps in Maths and English will be diminished through the delivery of bespoke interventions.</p>
<p>HLTAs directed to Years 2, 3, 4 & 6 to deliver small group interventions on Maths and English. Children's learning need and gaps identified through analysis of test papers and ongoing teacher assessment.</p>	<p>Children's gaps in Maths and English will be diminished through the delivery of targeted interventions.</p>
<p>Planning for SEND SENCo supporting across the school in assessments and updating provision maps; external LLS staff CPD clinics; class teacher planned differentiation.</p>	<p>SEND make good progress.</p>

Specialist training by SENCo, ELKLAN and cascading this to Support Staff (HLTAs)	To increase school based knowledge about Speech and Language.
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Wider strategies	
Actions	Intended Impact
Robust Recovery Curriculum Policy/plan written which promotes the need for additional, regular Learning for Life curriculum delivery, and regular circle time.	Children are given the opportunity to regularly identify and talk about how they feel and their experiences (positive and negative) of lockdown.
Assemblies (voiced over and/or video 'bubbles of adult reading) on a wide variety of well-being/social and emotional topics supplied to teachers to deliver to classes e.g PRIDE assemblies; kindness; anti-bullying; self-esteem; Christmas etc.	Increase and develop children's resilience, kindness, empathy and well-being skills. Structure of day keeps a sense of 'coming together' and reflection time, as before Covid.
VR headsets purchased - Just Press Play.	Providing multi-sensory learning experiences, which children may have previously obtained from external trips. Enhancing children's curriculum offer.
Purchase bespoke displays and signs for the school environment - stairwell timelines (X 3), times tables on staircases, children's rights boards and gate displays. Wall Art.	Exciting, visual displays to support and enhance the children's learning and interest and excite them. To enhance the school's physical environment and increase the children's interest and pride in it.

Purchase book vending machine.	To provide children with high quality texts as part of a motivational prompt to foster a love of reading.
Themed days, weeks and workshops, for example: Stone Age Day, Superhero Day, masterclasses with authors and poets, anti-bullying online workshops, online safety assembly, motivational workshops etc	Children's learning opportunities are exciting and motivational. To ensure children's curriculum offer is not diminished at all due to the Covid 19 pandemic.
Parent courses via Zoom, run by the Inclusion Team.	To upskill parents to be able to support and manage children's behaviours and emotions.
Provide counselling sessions for targeted children Well Being Assistant (Additional Well-being assistant employed (January 2021).	Reduce anxiety and increase confidence to attend school and to increase children's knowledge and understanding how to manage their own emotions.
WBAs providing additional support to the children on the playground at break and lunch times, including teaching and supporting game playing and friendships/relationships.	To help and support any children who may find the less structured time of playtimes a cause for worry or anxiety, especially after the long break caused by lockdown.
Worry Bubble initiative (Run by a Well Being Assistant and Nurture lead). Physical bubbles and also a "Bubble email" if isolating at home.	Reduce anxiety, address issues, increase children's knowledge and understanding how to manage their own emotions.
Inclusion team to provide 'meet and greet' morning sessions for identified children.	To reduce anxiety and increase attendance into school.

<p>Working with outside agencies such as; Food wise & food vouchers, Moorcroft, Helping Families Early, TAMHs, School Well Being Nurse, EP, Reading Dog - via Zoom!</p>	<p>To improve family lives through providing support such as food from foodbanks/ food voucher, Mental health, links to other agencies outside of school, supporting relationships in families</p>
<p>Inclusion Team to liaise and support parents with:</p>	<p>To equip parents with skills and / or empower them to help themselves out of a difficult situation via signposting, resources and/ or training.</p>

Westfield Primary School Parents' Information Hub



Do you need help with or advice about any of the following?

Feeding your family

Coping in isolation

Covid-related issues

Relationships

Family matters

Housing

Money matters

Stress & mental
wellbeing

Managing childrens'
emotions & behaviour

We are here to help. Contact us by:

Email on the confidential email: support@westfield.surrey.sch.uk.
Telephone 01483 764187 and ask for a member of the Inclusion Team.
Drop a note into our letter box (located outside the main office entrance)
addressed to the Inclusion Team with your name and contact information .
A member of the inclusion team will contact you.

These organisations are also available to help you:

Family Information Service: www.surreycc.gov.uk/people-and-community/families—A website that lists organisations available to help you.
Surrey Children's Single Point of Access—0300 4709100 -To speak to someone who will listen to and advise you.
Moorcroft Centre: 01483 743373 -Your local Community Centre.
Citizens Advice: www.wokingcab.org/ or Tel: 0800 144 8848 - For help with filling in forms and many other issues.

Bonsley Lane, Westfield Woking, GU22 9PR 01483-764187
www.westfield.surrey.sch.uk



Staff training e.g. Emotional Coaching, supporting children as they return to school after Lockdown, resilience training, Restorative Justice, Well-Being in children, Bereavement

To increase their knowledge, understanding and confidence, enabling them to better support the children.

<p>Specialised staff training e.g. Children's Mental Health First Aider; Adult Mental Health First Aider.</p>	<p>To support children and adults mental health and well-being, empowering them to build resilience.</p>
<p>Adapting to Covid circumstances e.g. Virtual open evening and assemblies (e.g. Harvest/ Christmas); parent consolations via phone call; Covid check ins for families in isolation; bespoke support email (Support@westfield..)</p>	<p>To ensure contact and communication with the school normal practices under the restrictions of Covid.</p>