

# Walton Primary Academy - Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's **Pupil Premium Strategy Statement**. Together the two statements describe the school's **Disadvantaged Strategy**. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

**School's Coronavirus Catch-up Premium allocation - £24,720**

**School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.**

Total pupils 315

pupil premium plus =17

pupil premium = 22

- Walton Primary is a larger than average sized school with 314 full time pupils currently on role.
- 11% of pupils are entitled to support through the pupil premium grant. This is lower than the national average of 24%. Cohort variation ranges from 2% in FS2 to 16% in year 4.
- 1.5 form entry and 45 children per year group, the class sizes are around 30 grouped in single and mixed age classes.
- The school is situated in an area of low deprivation compared to the national average and the percentage of children entitled to Free School Meals (FSM) is 7% compared to the national percentage of 15.8%.
- The school currently has 36 pupils entitled to Pupil Premium funding. 21 of these are FSM, 3 are ever 6 and 12 who are post LAC.
- Approximately 3.4% of children are from minority ethnic groups and children whose first language is not English (EAL) is 3%, both are lower than the national.
- The percentage of children who are identified and supported as having a Special Educational Need or Disability (SEND) is 12%, which is below the national average of 15.4%
- 36% of pupil premium pupils have an identified SEN need.
- The percentage of children with an EHCP is 2.9%, which is below the national average of 3.3%.
- Pupil attendance is good. In 2018-19, attendance was 96.3%, which continues to be above national. Attendance for pupil premium in 2018/19 was slightly below that of whole school attendance due to very specific issues for two of our pupil premium children,
- Persistent absence was at 5.77% for 2018-19. Of the 18 children who were at PA level, six were pupil premium (33%). PA at June 2021 is 1.9% with 1 child being PP

The school is aware of an increase in mental health issues for both children and parents as a consequence of the third lockdown in January 2021. Staff have had to adapt practice to meet the need of both remote learning and classroom-based teaching. Staff wellbeing must also be considering in terms of their physical and mental health.

The lack of face to face contact with parents is impacting on developing effective relationships. Progress is difficult to measure as identifying the impact of the first lockdown was only just being addressed when schools closed again to all but key worker and vulnerable children. It is evident however that all pupils will have had their progress hampered significantly by the current ongoing situation. The effect of this is more likely to impact upon the school's disadvantaged learners.

### Teaching and whole school strategies

- *High quality teaching for all*
- *Effective diagnostic assessment*
- *Supporting remote learning*
- *Supporting Early Career teachers*
- *Focussing on professional development*

		Person/Team Responsible	Cost
<b>A</b>	QFT is not always supported by evidence informed professional learning. Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote). Inconsistencies in understanding and practice exist from school to school.	Trust	ALP £1000 AE £50 per teacher
<b>B</b>	We are committed to a collaborative approach as a school and also trust in conjunction with the wider local authority to ensure that that the most recent educational research impacts upon wave one teaching and the quality of pedagogy in the setting.	A Harpham/A Fahy	One Wakefield £500 programme contribution
<b>C</b>	Assessment tracker refresher for all staff including support for early career teachers. Ongoing effective moderation with a focus on SEN and disadvantaged children led by both school leaders and trust school improvement team	SLT/ Otrack Trust School improvement leaders	£0
<b>D</b>	In order to monitor and further enhance the quality of remote learning a school leader is to be appointed	SLT/Remote learning lead	£1500

### Targeted Academic Support

- *High quality, one to one and small group tuition*
- *Teaching Assistants and targeted support*
- *Academic tutoring*
- *Planning for pupils with special educational needs and disabilities*

		Person/Team Responsible	Cost
<b>E</b>	In order to enhance the offer of catch up support, school is to recruit a Learning Mentor with to act as an advocate for the schools disadvantaged children. This role will allow small group and 1:1 support. This role will also enhance the supporting of pupils' social, emotional and behavioural needs as well as communicating with and supporting parents. A focus would be to work with children on language development and communication.	SLT	£19,000
<b>F</b>			
<b>G</b>			
<b>Wider Strategies</b> <ul style="list-style-type: none"> <li>• <i>Supporting pupils' social, emotional and behavioural needs</i></li> <li>• <i>Planning carefully for adopting a SEL curriculum</i></li> <li>• <i>Communicating with and supporting parents</i></li> <li>• <i>Supporting parents of with pupils of different ages</i></li> <li>• <i>Successful implementation in challenging times</i></li> </ul>			
		Person/Team Responsible	Cost
<b>H</b>	In order to enhance the offer of catch up support, school is to recruit a Learning Mentor with to act as an advocate for the schools disadvantaged children. This role will allow small group and 1:1 support. This role will also enhance the supporting of pupils' social, emotional and behavioural needs as well as communicating with and supporting parents. A focus would be to work with children on language development and communication.	SLT	See above
<b>I</b>	The school to invest in CPD for staff to enhance the SEL curriculum offer. Local authority SENSS to deliver whole staff training.	SLT	£1500 (TBC)
<b>J</b>	To further support the mental wellbeing of our children' we will give the Learning Mentor additional training to become a qualified emotional literacy support assistant	SLT	£2500
<b>K</b>	As a consequence of mental health issues and other related events, the school is to invest in Mermaids, gender identity training. This will enhance and develop staff understanding and allow appropriate support of pupils	SLT	£500

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p><b>Inconsistencies in understanding and practice exist</b> from school to school.</p> <p>Not all teachers and leaders have engaged in <b>evidence informed professional learning</b> to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p><b>Feedback</b> does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p><b>Feedback</b> does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p><b>Pupils</b> do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p><b>Active Ingredient 1:</b> Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p><b>Active Ingredient 2:</b> All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p><b>Active Ingredient 3:</b> Assessment practice will be informed by the best available evidence</p> <p><b>Active Ingredient 4:</b> A framework of universally understood assessment fundamentals and expectations will be created.</p> <p><b>Active Ingredient 5:</b> A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p><b>Active Ingredient 6:</b> High quality teaching will be underpinned by clearly defined assessment practices including</p>	<p><b>Equity</b> – access for all to core evidence informed professional learning through EBE's ALP and Assessment Essentials course.</p> <p><b>Opportunities</b> to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for <b>review and collaboration conversations.</b></p> <p>Opportunity for assessment leads to <b>co-design and co-deliver professional learning</b> to teachers and support staff.</p> <p><b>Collaborative approach</b> to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p><b>Fidelity</b></p> <p><b>Short term:</b> <b>Assessment leads</b> articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p><b>Medium term</b> <b>Assessment Leads</b> improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p><b>Short term:</b> <b>All teachers</b> Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote).  <b>Feedback</b> from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>retrieval practices, feedback, editing and reviewing.  <b>Active ingredient 7:</b>  Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding.  <b>Active Ingredient 8</b>  Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity.</p> <p>Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups.</p> <p>A responsive curriculum offer is built taking account of assessment information.</p>	<p>make better decisions about what happens next.  <b>Medium term</b>  <b>All teachers</b>  The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>	<p><b>Review Progress at the end of the summer term</b></p>		

<b>Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description</b> (What are the active ingredients?)	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>	<p><b>Review Progress at the end of the summer term</b></p>		
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develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).  
Inconsistencies in understanding and practice exist from school to school.  
(This yet to take place and will form part of trust level CPD in the new academic year)  
We are committed to a collaborative approach as a school and also trust in conjunction with the wider local authority to ensure that that the most recent educational research impacts upon wave one teaching and the quality of pedagogy in the setting.  
(Both the HT and DHT are attending this programme with involves evidence informed practice, this programme is ongoing and will help to inform future planning of support for disadvantaged pupils)  
Assessment tracker refresher for all staff including support for early career teachers. Ongoing effective moderation with a focus on SEN and disadvantaged children led by both school leaders and trust school improvement team.  
(An assessment tracker refresher has been delayed until September to facilitate Letters and Sounds training for all staff. Moderation of provision for SEN and disadvantaged pupils has taken place both internally and through external reviews)  
In order to monitor and further enhance the quality of remote learning a school leader is to be appointed  
(A remote learning leader was appointed in March and they are now part of a working group across the trust to ensure the effectiveness of this provision in the future education of our pupils)  
In order to enhance the offer of catch up support, school is to recruit a Learning Mentor with to act as an advocate for the schools disadvantaged

children. This role will allow small group and 1:1 support. This role will also enhance the supporting of pupils' social, emotional and behavioural needs as well as communicating with and supporting parents. A focus would be to work with children on language development and communication  
**(When this proposal was taken the budget planning meeting with trust finance staff, this proposal was deemed financially unviable by all after all other staffing needs were taken into consideration. It is now the intention to utilise current HLTA staffing to carry out this role from September)**

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**(See above)**

The school to invest in CPD for staff to enhance the SEL curriculum offer. Local authority SENSS to deliver whole staff training.  
**(All staff have accessed CPD from the WISENDSS team around SEMH needs. TA's have accessed several CPD sessions around understanding behaviour and trauma informed practice. This will also be rolled out to lunchtime supervisors)**

To further support the mental wellbeing of our children' we will give the Learning Mentor additional training to become a qualified emotional literacy support assistant  
**(HLTA CPD is being sought to inform effective mentoring for September including drawing and talking therapy training)**

	<p>As a consequence of mental health issues and other related events, the school is to invest in Mermaids, gender identity training. This will enhance and develop staff understanding and allow appropriate support of pupils</p> <p>(This CPD was delivered to teaching staff in February and initiatives from this programme are utilised in the setting)</p>	
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