



## **Reporting the use of Catch-up Premium funding**

**Date completed: July 2021**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

### **Who is entitled to Pupil Premium Funding?**

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Following the second closure January to March 2021, some changes were made to the plan. The school continues to regularly review pupils needs and any allocation of additional funding that comes in under the Catch-up agenda.

### **Statement of intent**

We at Westgate Academy believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

### **How is the funding used?**

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### **Westgate Academy Catch-up Premium Grant 2020-2021**

<b>Funding information</b>	
<b>Academic year</b>	2020-2021
<b>Total number of pupils on roll</b>	428 (based on October 2020 census)
<b>Amount received per pupil</b>	£80
<b>Total received</b>	£34,240
<b>Governor lead</b>	Mike Belcher

### **How we make decisions at Westgate Academy regarding the use of the pupil premium?**

1.1. In making decisions on the use of the premium, we will focus on approaches that:

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.

- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Promote pupil’s awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

**A tiered approach to PPG spending**

1.2. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

1.3. 1.Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

**2.Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:**

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
- Small group tuition from our own 'Academic mentors' and one acquired from Teach First
- One-to-one support

**3.Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies such as:**

- Behaviour support initiatives e.g. mentors, counselling to enable children to be as emotionally able to learn as possible
- Accessing wider experiences e.g. memorable experiences or residential experiences

**Accountability and reporting**

- School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.
- The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.
- Ofsted plans to resume routine inspections in September 2021, with the exact timing being kept under review. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

**What are the barriers to our children around their need for catch-up?**

The main barriers our children face are around:

- Knowledge of the world, (In particular restricting cultural capital and creative writing)

- Well being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Attendance
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas
- Low levels of parental engagement, domestic related issues, social and emotional needs

Many of these pose a greater barrier where a child is both disadvantaged and male, in particular if they are also Summer born. Although differences may still remain, **it is clear and evident that without the school taking action to reduce the impact of these barriers, then the gaps would be even wider.**

Therefore at Westgate Academy we have chosen to use the allocation for the the Catch-up Premium (in addition to the pupil premium), **under** the tiered approach outlined above, in order to diminish the differences, support attainment and progress in the following ways:

Strategy	Costs & Lead staff member	Targets	Success criteria	Spending in action & planned outcomes	Impact measures
Third Space Learning Tutoring programme	£13094 Mrs K. Hill	To support WTS ability children, across classes and year groups identified in AP1 and or on re-entry after second lockdown assessments in their fluency, learning and understanding of mathematics.	Register for the Tutoring programme through Third Space's eligibility  Employ and train XX TA's to run Third Space after school  Identify pupils in need of catch-up, across all year groups, for tutoring and establish after school club  Review impact for Summer term uptake and extend funding	Following baselines, every Thursday 3:00-4:00pm, 8 selected children in Y5 will access Third Space Learning tuition for a minimum of a term after school.  During this time, pupils mathematical gaps will be addressed through the use of an online mentor following the success with Third Space in the previous year.  The Trained TA will ensure online safety and provide additional support to learners and their online learning needs. This TA will also run a second Y5 session in school allowing a further 8 Y5/6 pupils to access Thirdspace learning sessions.	<b>Monitoring:</b> Following a baseline undertaken by Thirdspace combined with class teachers assessment, monitoring of staged targets will take place termly to show pupils are on track for their EOT and EOY targets.  <b>Outcomes:</b> Pupils gaps and misconceptions for key identified mathematical concepts will be targeted,

					resulting in higher rates of progress and mathematical fluency at ARE.
Westgate Academy Tutoring programme	£5904 Mrs K. Hill	To support WTS ability children, across classes and year groups identified in AP2 (end of Term 4) assessments in their fluency, learning and understanding of mathematics.	Identify pupils in need of catch-up, across all year groups, for tutoring and establish after school club run by Westgate teachers and TA in Summer term  Review impact end of Summer term uptake and extend funding	Following baselines, every Thursday 3:00-4:00pm, 8 selected children in Y5 will access Third Space Learning tuition for a minimum of a term after school.  During this time, pupils mathematical gaps will be addressed through the use of an online mentor following the success with Third Space in the previous year.  The Trained TA will ensure online safety and provide additional support to learners and their online learning needs. This TA will also run a second Y5 session in school allowing a further 8 Y5/6 pupils to access Thirdspace learning sessions.	<b>Monitoring:</b> Following a baseline undertaken by Thirdspace combined with class teachers assessment, monitoring of staged targets will take place termly to show pupils are on track for their EOT and EOY targets.  <b>Outcomes:</b> Pupils gaps and misconceptions for key identified mathematical concepts will be targeted, resulting in higher rates of progress and mathematical fluency at ARE.
<p><b>Total income: £34,240</b>  <b>Total Spend: £18,998</b>  <b>[Breakdown of spend: Third Space Learning - £13,094, In-house Westgate Tutoring - £5,904]</b>  <b>Remaining for 2021/22: £15,241</b></p>					

## **Impact**

### **Year 3: Third Space Learning Term 4**

	Baseline Average Scaled Score	AP2 Average Scaled Score	Difference	Baseline Average from EOY Target	AP2 Average from EOY Target	Difference
Catch Up Children	87	94	+7	-17.4	-10.7	+6.7
Non Catch Up Children	87	93	+6	-15.7	-10.2	+5.5

### **Year 3: Westgate Catch Up Groups Term 5 and 6**

	AP2 Average Scaled Score	AP3 Average Scaled Score	Difference	AP2 Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	94	100	+6	-10.7	-4.5	+6.2
Non Catch Up Children	93	98	+5	-10.2	-5.3	+4.9

### **Y3: Total Impact**

	Baseline Average Scaled Score	AP3 Average Scaled Score	Difference	Baseline Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	87	100	+13	-17.4	-4.5	+12.9
Non Catch Up Children	87	98	+11	-15.7	-5.3	+10.4

### **Year 4: Third Space Learning Term 4**

	Baseline Average Scaled Score	AP2 Average Scaled Score	Difference	Baseline Average from EOY Target	AP2 Average from EOY Target	Difference
Catch Up Children	89	92	+3	-16.3	-12.6	+3.7
Non Catch Up Children	91	93	+2	-13.2	-11	+2.2

Year 4: Westgate Catch Up Groups Term 5 and 6

	AP2 Average Scaled Score	AP3 Average Scaled Score	Difference	AP2 Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	92	97	+5	-12.6	-7.9	+4.7
Non Catch Up Children	93	97	+4	-11	-7.1	+3.9

Y4: Total Impact

	Baseline Average Scaled Score	AP3 Average Scaled Score	Difference	Baseline Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	89	97	+8	-16.3	-7.9	+8.4
Non Catch Up Children	91	97	+6	-13.2	-7.1	+6.1

Year 5: Third Space Learning Term 4

	Baseline Average Scaled Score	AP2 Average Scaled Score	Difference	Baseline Average from EOY Target	AP2 Average from EOY Target	Difference
Catch Up Children	86	89	+3	-15.4	-12.4	+3
Non Catch Up Children	90	93	+3	-14.9	-11.5	+3.4

Year 5: Westgate Catch Up Groups Term 5 and 6

	AP2 Average Scaled Score	AP3 Average Scaled Score	Difference	AP2 Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	89	95	+6	-12.4	-7	+5.4
Non Catch Up Children	93	98	+5	-11.5	-7	+4.5



#### Y5: Total Impact

	Baseline Average Scaled Score	AP3 Average Scaled Score	Difference	Baseline Average from EOY Target	AP3 Average from EOY Target	Difference
Catch Up Children	86	95	+9	-15.4	-7	+8.4
Non Catch Up Children	90	98	+8	-14.9	-7	+7.9

#### Year 6: Third Space Learning Term 4-6

	Baseline Average Scaled Score	AP3 Average Scaled Score	Difference	Baseline Average from EOY Target	AP2 Average from EOY Target	Difference
Catch Up Children	90	100	+10	-8.8	+1.5	+10.3
Non Catch Up Children	90	100	+10	-8.3	+0.5	+8.8

#### **What next for the remaining £15,241 current unspent?**

Westgate Academy are very keen on ensuring that the catch up fund enabled investment for pupils across all year groups to catch up beyond the initial one year's worth of investment. Therefore, for 2021/22, the academy will be investigating further how best to invest this 'remaining' amount of unspent money and track the impact this will have on pupils across all year groups throughout the next academic year.

In considering the further investment during the second year of this funding, we have considered the following elements;

#### Vulnerable groups – in particular, 'under-achieving pupils'

When analysing under achievement, there is little evidence related to differences between pupils with high or low prior attainment. Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups. However, this result was not replicated in maths, and overall there was not enough evidence to draw clear conclusions.

#### Gaps in knowledge and skills are accurately identified

Although a number of studies do compare the effects of school closure on different tests measuring different kinds of learning, and some even offer theoretical explanations for these differences, there is little consideration of the nature of the learning entailed and whether it is lost or has merely become rusty with disuse. The distinction has implications for the remedy. If learning has been truly lost, it must be regained, which may be slow and painful. On the other hand, if it is merely rusty, it may be quickly regained with a small amount of practice. If students have not used a particular technique or procedure for a few months they are unlikely to perform it fluently if tested on arrival back in school. But if they had previously learnt it well, they might well regain that state quickly. In other words, to understand fully the implications of learning loss, we need to know something about the process of learning regain.

Children who take periods of absence due to self-isolation or local lock down access remote education that it is integrated into school curriculum planning.

A rapid evidence assessment on remote learning conducted by the EEF ([https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Exemplifying\\_findings\\_from\\_EEF%E2%80%99s\\_rapid\\_evidence\\_assessment\\_on\\_remote\\_learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment_on_remote_learning.pdf)) also emphasised that the pedagogical quality of remote learning is more important than how lessons are delivered. Ensuring the elements of effective teaching are present –for example; clear explanations, scaffolding and feedback –is more important than how or when they are provided (EEF, 2020a). It is unlikely that providing pupils with access to resources without support will improve learning. However, the evidence indicates that it is very challenging for schools to increase levels of parental engagement successfully. Schools may need support in communicating effectively with parents and in helping parents understand specific ways to help their child learn. It is likely to be particularly valuable to focus on developing and maintaining two-way communication with parents and promoting the development and maintenance of reading habits. Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children, in particular older children, to regulate their own learning and will often be more valuable than direct help with schoolwork.

Therefore, the principles of any program/programmes, must link to the above elements. The 2021/22 report, which will be initially published in March 2022, will outline the use and initial impact of this remaining money.