

## Werrington Primary School - Catch-up Premium Strategy

**Rationale:** Mainstream schools will receive £80 for each pupil in from reception to year 6 to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

At Werrington we have carried out a robust, detailed self-evaluation of the current strategy for addressing disadvantage and Covid 'catch up'

### 1 Teaching

- Improve outcomes for vulnerable children by strengthening the effectiveness of overall teaching (quality first teaching).
- Develop pupil metacognition and the quality of teacher modelling and explanation.
- Continue to develop a broad and engaging curriculum that focuses on vocabulary acquisition, pupil experience, reasoning and critical thinking.
- Continue to embed the Werrington Mastery curriculum
- Non-negotiables & key skills for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Develop mathematical problem solving by providing more opportunities for reasoning.
- Improve teachers' 'knowledge of the child' through formative and summative assessment to identify barriers and gaps in learning.
- Develop bespoke interventions which overcome identified barriers to learning.



### 2 Targeted academic support

- Provide parents with additional support materials for bubble closures and Self isolation
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils. (HLTA)
- Specific intervention programmes led by both Teachers and Teaching Assistants - with clear focussed and structured rationale for pre-teaching in RWM (EEF)
- Positive discrimination: expectation that all vulnerable learners in school full-time, experiencing quality first teaching and support with follow-up. Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.
- The Nuffield Early Language (EYFS) Intervention (NELI)

### 3 Wider strategies

- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment
- Wellbeing provision – supporting children who are not able to access learning in the class due to barriers such as ACE's/SEMH/trauma etc

# Barriers, Approaches and Desired Outcomes.

## Barriers

## Approaches

## Outcomes

**Weak Emotional Regulation** resulting in lack of independence towards learning, low self-esteem, poor resilience to setbacks & passive learning.

1. Access to Werrington Wellbeing provision.
2. Access to school counsellor/Mental health Lead, pastoral and family engagement (inclusion)
3. Metacognition - explicitly teaching the skills that are required to know how to move on and recognise success
4. Teachers to model their own thinking to help pupils develop their metacognition and cognitive skills

Child can actively and positively engage in learning through asking and answering questions, and completing challenging tasks. They can use strategies to overcome challenges and can articulate when and how they've been successful. They model the 'Werrington Way', both in class and around the school. They take pride in their learning and strive for success.

**Gaps in life experience or subject knowledge** resulting in child not understanding teaching, not engaging in questioning and not progressing to the more complex thinking within a lesson.

1. Diagnostic assessment of gaps in knowledge, experience, vocabulary/ fluency or skills in Reading, writing and maths.
2. Preteaching life experience, subject knowledge & skills prior to their peers.
3. Improve the clarity of teacher modelling, questioning & purposeful practice ('why' and 'how')
4. Provide opportunities to broaden life experience.
5. Targeted one-to-one interventions
6. Oracy and 'exploration' opportunities with our wellbeing team.

Gaps as a result of school closure have been identified and closed. Child understands the context of the lesson and how it links to prior learning. They engage actively, and with confidence, in the lesson, can articulate what they are learning, and knows what they must do to improve further. Child's attainment and progress matches that of their peers.

**Children lack speech & language and vocabulary skills** resulting in an inability to articulate thoughts, feelings, concepts and knowledge at the same level as their peers.

1. Speech & Language Intervention introduced at KS2
2. Daily 1-to-1 reading and discussion with adult.
3. School develops vocabulary strategy.
4. Oracy is modelled throughout the school.

The child talks in full sentences with good use of Tier 2 vocabulary to make themselves understood and articulate their learning. They understand the vocabulary used within an age-appropriate text.

