

COVID-19 Catch-Up Premium Report

COVID-19 Catch-Up Premium Spending Summary:

SUMMARY INFORMATION			
Total number of pupils:	420	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,600		

STRATEGY STATEMENT	
<p>Our catch-up premium strategy aims to:</p> <ul style="list-style-type: none"> • Raise the attainment of all pupils in order to close the gap to age-related expectations created by COVID-19 school closure • Raise the attainment of those pupils whose progress data shows they were most impacted by the period of remote learning • Reduce the attainment gap between our disadvantaged pupils and their peers. <p>Having reflected on pupil attainment prior to and post school closure, we have identified our catch-up priorities as:</p> <ul style="list-style-type: none"> • Children's writing, with a particular focus on core literacy skills such as phonics, spelling, sentence structure, punctuation and grammar • Addressing gaps in learning and misconceptions in the mathematics curriculum. <p>The core approaches being implemented are:</p> <ul style="list-style-type: none"> • Small group intervention sessions to address identified targets • Sessions led by staff appointed within school <p>With a view to....</p> <ul style="list-style-type: none"> • Ensuring close liaison with the children's class teacher • Consolidation of intervention work in daily quality first teaching. 	

Barriers to Learning:

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	A high percentage of our parents were working from home whilst trying to support remote learning which had an impact on progress made, especially in core skills. This has resulted in some children falling further behind their peers and demonstrating particular gaps in their learning. A recovery curriculum will be required to build confidence, key knowledge and skills in areas of the curriculum that were taught remotely so as not to disadvantage these pupils.

B	Key areas of the mathematics curriculum were taught remotely when national lockdown occurred. As a result of this, children across the school did not receive quality first teaching in challenging units such as 'fractions, decimals and percentages.' Gaps and misconceptions could become a barrier to future attainment if not addressed.
C	The switch to remote learning had a direct impact on the development of core writing skills. The use of IT coupled with the difficulty that parents reported in leaving children to complete work independently, has led to poor progress in handwriting, spelling and grammar in particular. This could become a barrier to future attainment if not addressed.

ADDITIONAL BARRIERS

External barriers:

D	An increase in the number of children and families needing emotional and mental health support.
E	Anxiety regarding the return to in-school provision impacting on attendance.
F	Parental feedback indicated that our remote learning platforms and methods did not meet our children's needs for interaction and interactive learning.

Planned Expenditure for the Current Academic Year:

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Invest in a Spelling and Handwriting Scheme and Resources	<p>To close the gap to age-related expectations that has emerged in writing across the school as a result of school closures and remote learning.</p> <p>The percentage of children working at age-related expectations in writing across the school will be closer to pre-pandemic levels.</p>	<p>Writing data upon the return to face-to-face learning showed the greatest impact from the period of school closures.</p> <p>Feedback from parents suggested that writing tasks had been the most challenging aspect of distance learning. Parents reported a lack of independence in their children with this work. Staff noticed that outcomes were also heavily supported.</p> <p>As writing was being done electronically more often than not, a dip in spelling and handwriting skills was noted by teaching staff on return to school.</p>	<p>Appropriate training for teaching staff.</p> <p>Easy access to resources – electronically and in print.</p> <p>Appropriate differentiation of resources according to pupil need.</p> <p>Writing lead to oversee consistent implementation.</p> <p>Analysis of writing data termly to monitor impact.</p>	EWN, KHO, RAN	<p>Following termly assessment points.</p> <p>£3000 (Spelling) £3000 (Handwriting) £6000 (Total)</p>

Developing our use of online learning platforms	To provide teachers with a safe platform through which they can deliver live lessons to pupils.	<p>Parent feedback during the first period of remote learning indicated the need to build on the live element of our distance learning offer.</p> <p>TEAMs would be a good platform for delivering live lessons should they be required as there are better safeguarding measures to ensure that staff and students are working in a safe and secure environment.</p> <p>There are also a range of widgets which ensure that the environment for staff and students is feedback-rich.</p>	<ul style="list-style-type: none"> Regular stakeholder feedback from; <ol style="list-style-type: none"> Students Staff Parents Regular meetings with teaching staff to ensure that our range of online learning platforms are used consistently across teaching staff. Regular updates on the IT policies by the IT support staff. 	BW, EWN and AME	<p>Ongoing, with specific half termly feedback from all stakeholders</p> <p>£400 Contribution to TEAMs subscription</p>
Total budgeted cost:					£6400
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional teacher for Year 4 Literacy and Numeracy lessons on a daily basis to reduce class sizes and ensure learning is closely targeted to specific needs.	Close the gap to age-related expectations that has emerged for this cohort. The percentage of children working at age-related expectations in our Year 4 cohort will increase from the baseline of 60% in Maths and 38.3% in Writing.	<p>Internal assessment and tracking software show the most pronounced impact of school closures for this cohort of children, with a 21.7% reduction in the percentage of children working at ARE in Maths and a 38.4% reduction in the percentage of children working at ARE in writing following the period of school closure.</p> <p>Children need their next steps targeted on a daily basis through Quality First Teaching that is carefully matched to their individual needs. Through smaller class sizes, teaching staff will be able to identify and address misconceptions or barriers in order to accelerate progress.</p>	<ul style="list-style-type: none"> The additional teacher employed is already working within the Year 4 cohort in capacity as a Teaching Assistant and so she is familiar with the Year 4 curriculum, the children's next steps and their individual needs. The teacher employed has QTS and many years of teaching experience. The vacated post within the Year 4 team (Teaching Assistant role) will be back-filled for this time so that Adult: Pupil ratios are increased for core learning. The class teachers will plan for all groups based on AfL cycle and communicate this clearly. SLT will support with assessment points, the identification of next steps and changes to groupings. 	EWN	<p>At the end of weeks 1 and 2 then on a half-termly basis.</p> <p>£6000</p>

Numeracy and Literacy intervention groups (after school tutoring)	Plug gaps in learning, address misconceptions and teach key skills in order to close the gap to age-related expectations for children across the primary phase who are working 'off-track' following the period of school closures.	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>Use of small group tuition using trained staff with knowledge of our pupils and context to build literacy and numeracy skills which can be applied over all subjects.</p>	<ul style="list-style-type: none"> • 6-8 weeks, Test-Teach-Test model, to demonstrate progress at the end of the intervention cycle. • Small group intervention sessions to address identified targets • Sessions led by staff appointed within school • Ensuring close liaison with the children's class teacher • Consolidation of intervention work in daily Quality First Teaching 	JDT	At the beginning, middle and end of each intervention cycle. Block 1: £3200 Block 2: £2500 Block 3: £2500 £8200
Numeracy and Literacy intervention groups (within the hours of the school day)	Address gaps in learning, with a particular focus on phonics and early reading where elongating the school day is not going to lead to the best outcomes for some of our children, especially the youngest. Close the gap to age-related expectations for children who are working 'off-track.'	There is a strong evidence base showing the impact that high quality intervention can have on the outcomes of struggling students (EEF).	<ul style="list-style-type: none"> • Clear targets identified by the class teacher • Focus is on specific gaps in learning or skills • Careful planning to ensure that intervention feeds into class work • Qualified teacher appointed to the role • Use of pupil conferencing • Close monitoring of books and data 	CBR	£10,000
Total budgeted cost:					£24,200
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Move to online CPD so that staff development can continue apace despite the limitations on local offer as a result of COVID-19 restrictions.	Ensuring continued professional development for staff: <ul style="list-style-type: none"> • To maintain high standards in teaching and learning • To develop primary teaching staff as subject leads. 	Continued professional development is key to ensuring high standards for our children. Access to CPC will enable school improvement with a particular focus on curriculum development to continue.	Monitor online materials and sign post subject leads/pastoral staff to relevant training materials.	NTR, EWN	£3000

Total budgeted cost: **£3000**

ADDITIONAL INFORMATION

Additional information used to support the sections above:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff, pupil and parent consultation
- Analysis of attendance records
- Guidance from experts
- Case studies