

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	418	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Expected £33440.00 Received £33,680		

The catch-up funding to support pupils following the first national lockdown will be paid to the school in three instalments – Autumn 20, Spring 21 and Summer 21.

In Autumn 2020, we received a payment of £8,360, in Spring 2021 £11,290 and £14,030 in Summer totaling £33,680.

STRATEGY STATEMENT

- Our school's catch-up priority is to ensure the pupils identified as 'newly vulnerable'* are given the support to make accelerated progress to catch-up in Reading, Writing and Maths. *Newly vulnerable pupils are those deemed not able to catch-up without additional support. The group of identified pupils is reviewed termly.
- The overall aims of our catch-up premium strategy are to:
 - Reduce the attainment gap between our disadvantaged pupils and their peers
 - Raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - Ensure the identified newly vulnerable group of pupils catch-up to their previously expected levels by the end of the academic year
 - Be responsive to pupils' social, emotional and behaviour needs

Barriers to learning

Following assessments and a teaching staff survey on understanding the learning losses and misconceptions caused by lockdown, we have identified the following as the main concerns. We have compared this to the national picture as evidenced in Ofsted's findings in their October COVID-19 Series briefing and followed the EFF tiered model approach to focus on high-quality teaching, targeted academic support and wider strategies to include supporting pupils' social, emotional and behaviour needs.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	EYFS have seen an increase in the number of pupils with low self-confidence and lacking independence. 'Bad habits' are affecting basic skills such as letter and number formation and sound pronunciation of pure sounds.
B	KS1: phonetic understanding, sentence structure not secure with gaps in punctuation and reduced vocabulary. In Maths, specifically place value, recognising 3d shapes and their properties, recognising odd and even numbers and reasoning/the articulacy to explain their thinking.
C	Handwriting (including letter formation, size and presentation) and spelling
D	Learning behaviours – reduced concentration, independence and stamina for writing at length. Resilience has also reduced; pupils lack the motivation to not give up when the learning is difficult.
E	The bubbles, keeping a 2m distance between teacher and pupils, and sitting in rows has impacted on teaching and learning styles as well as significantly restricting interventions.

ADDITIONAL BARRIERS

External barriers:

F	Lack of engagement by a proportion of parents/carers who choose not to engage with remote learning/online support, or find it challenging due to working from home, lack of space or sufficient technology when they have more than one child. The take-up of parents and carers of KS1 attending online workshops is low and the reduced face-to-face contact with parents is limiting their communication and involvement in their child's progress.
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Planned expenditure for 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?
Additional two days a week to the existing SENDCO to be full-time inclusion this academic year to monitor and support the well-being and academic progress of this newly vulnerable group.	The progress of pupils with SEND and disadvantaged pupils will monitored so that progress is accelerated to close the learning gap and address learning losses. The intended outcome is these groups of pupils achieve their previously expected outcomes in line with FFT and school data.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools Ofsted COVID-19 series: October briefing 2020	Regular feedback to teaching staff to ensure quick gains. HT to check quality of monitoring and impact as evidenced in pupils' books and attainment.	Inclusion Lead	Every half-term.

An assistant headteacher, supported by the Headteacher to allocate one half-day a week to monitor the 10% of pupils who have been identified as not being able to catch-up without support in Reading, Writing and Maths.	The progress of this group will be monitored so that progress is accelerated to close the learning gap and address learning losses. The intended outcome is this group of pupils achieve their previously expected outcomes in line with FFT and school data.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools Ofsted COVID-19 series: October briefing 2020	Regular feedback to teaching staff to ensure quick gains. HT to check quality of monitoring and impact as evidenced in pupils' books and attainment.	HT and AHT	The group of identified pupils is reviewed termly.
Total budgeted cost:					£27,234
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?
Employ LSA to carry out interventions and provide support to pupils who have additional learning needs.	Pupils will SEND are supported to make up the learning losses so they can make expected progress from their new starting points.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools Ofsted COVID-19 series: October briefing 2020	Monitoring by SENDCO and Inclusion Lead	Inclusion Lead	Spring 2 data Summer 1 data Summer 2 data

Register with the Nuffield Early Years Intervention (NELI)	Improve oracy and early literacy skills in EYFS.	EEF's COVID-19 support guide for schools	<p>Follow training and Guidance by NELI.</p> <p>Our EYFS took part in the Nuffield Early Language Intervention scheme - a 20-week programme targeted to help young children overcome language difficulties. The programme combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Out of the 59 pupils assessed, only 3 pupils received an Amber Score which suggested that these children <i>may</i> benefit from support in developing their language skills. 56 pupils achieved a Green Score which identified that their language skills were not a concern. Out of these pupils 13 were 'much above average', 9 pupils were 'above average' and 34 scored 'average'. The results demonstrated the children's progress in communication and language skills.</p>	Early Years Lead	Spring Term of 2021
One to One tuition for identified pupils	Pupils to catch up to outcomes achieved before the 2021 lockdown	DfE's catch-up premium guidance	Tuition by teachers and LSAs only given their prior knowledge of pupils	HT	Summer Term of 2021
Total cost:					£18,678

Wider Strategies					
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?
Employ a Relax Kids Coach to offer Years 1-6 Wellbeing half termly sessions and one-to-one and small group support	Pupils develop their self-confidence, manage their moods or emotions including stress and anxiety to improve overall learning behaviours and learner resilience.	Anna Freud National Centre for Children and Families EEF's COVID-19 support guide for schools	Observations by HT and monitoring by Inclusion lead and Family Support Worker	HT	To continue once restrictions ease, in line with the school's Risk Assessment. *As restrictions did not ease, we employed a Working with Children Counsellor to work 121 with an identified group of child in the summer term.
Weekly welfare calls by teachers and LSAs	To ensure all children during the second lockdown could access GCRS and any learning, wellbeing or technical issues could be resolved quickly.		Weekly phone calls made by all teaching staff and HT.	Family Support Worker	Weekly during second lockdown.
				Yearly cost	£120