

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	437	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£34,960		

STRATEGY STATEMENT

The Government Covid – 19 catch up premium has been set up to enable children who have missed a significant amount of education to catch up and reduce the gaps that currently exist. To ensure that the funding received is used to address the concerns that have arisen and is allocated to ensure that it impacts on understanding and learning.

The funding can be used in a number of ways, but should primarily focus on:

- Teaching and whole school strategies – supporting great teaching, assessment and feedback
- Targeted approaches – intervention, monitoring
- Wider strategies - ICT, parents etc.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children having gaps in knowledge as a result of the pandemic, particularly in English (including phonics) and maths
B	Children experiencing poor mental health leading to a lack of resilience and slow progress
C	Access to high quality technology to support learning

ADDITIONAL BARRIERS

External barriers:

D	Children experiencing increased levels of anxiety whilst adjusting to new routines post lockdown
E	Poor attendance
F	Limited access to IT equipment at home

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	Predicted cost	When will you review this?
Training in ICT packages – staff and students, with Microsoft	Ensuring that staff develop their skills in Teams, and other Microsoft software.	<ul style="list-style-type: none"> Remote teaching provided an opportunity for staff to explore uses of IT to support teaching and learning, supporting the development of an effective remote learning package. These skills are indeed also useful in the classroom and this forms an area of our school improvement plan. https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ https://researchschool.org.uk/hisp/news/blog/	Staff training on INSET days. Video recordings of training sessions available for staff to access throughout the year.		£0	Surveys. Effectiveness of training. Staff confidence in using software packages.
Provide training to support teachers with quality first teaching	Improve the learning behaviours of children particularly with resilience	<ul style="list-style-type: none"> Effective learning behaviours is an area of focus on our school improvement implementation plan EEF behavior, SEND, metacognition guidance reports and T+L toolkit. https://educationendowmentfoundation.org.uk/tools/guidance-reports/	Key strand of the School Improvement Plan – training days dedicated to implementing approach and repetition on key aspects of the strand	ID/SM	£0	Reviews throughout – training days. Staff feedback.
Total budgeted cost:					£0	

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	Predicted Cost	When will you review this?
Additional teacher bought in to provide high quality PE, releasing class teachers to provide high-quality catch-up sessions	Children receive high quality PE teaching/catch up Children's fitness/motivation in PE improves. The gaps in knowledge in maths/English are reduced	Class teachers are best placed to provide catch up sessions based on their knowledge of AFL in the classroom. The proportion of Year 6 children (2018) who are overweight or obese is higher than the national average. Lockdown is likely to have made children less active.	Class teachers to plan for catch up sessions based on AFL (including entrance/exit passes) Phase Leaders to monitor.	ID	£15,052	Half termly
Additional TA support for phonics	Support children to fill gaps in phonics knowledge	Some Early Years children have missed vital phonics learning during lockdown Assessments show further support is needed in Year 1 to close the gap. Well-planned interventions are effective with small groups.	Class teachers to set up interventions. Assistant Head to train TA in phonics boosting. Monitoring of progress	RK	£3519	Half Termly

Curriculum gaps identified to ensure high priority knowledge and skills are timetabled for coverage	Teachers are aware of what needs to be taught, particularly in maths and English.	To avoid fundamental gaps in knowledge which will be detrimental to subsequent progress as the children move through the school.	Phase Leaders/DH Curriculum to monitor – planning/book scrutiny/ learning walks/ pupil interviews	SM	£0	Half termly
Additional Hours for HLTA (Inclusions) to provide extra capacity to follow up poor attendance (or non engagement in remote learning)	Attendance improves both when schools are open to all pupils or during periods of remote learning.	Attendance is a SIP priority. Attendance impacts greatly upon performance in school.	School attendance monitored. External support (EWO) to be utilised to increase attendance of those with persistent poor attendance	ID	£1064	Half termly
Targeted Support total budgeted cost:					£19,635	
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	Predicted Cost	When will you review this?

<p>Focus on children's mental health – training given in staff meetings</p>	<p>Staff are aware if signs of poor mental health. Children are aware of own mental health and feel able to discuss this. Children settle back into school well and show resilience and make progress. Appropriate referrals made to MHST</p>	<p>Children who have poor mental health are less likely to access learning and to make progress. Mental Health in Schools Teams are now up and running and need to be accessed to improve children's wellbeing.</p>	<p>Feedback from staff and children. Pupil questionnaires</p>	<p>PB/ Every Mind Matters team</p>	<p>£0</p>	<p>Termly</p>
<p>Visualisers</p>	<p>To support learning through Teams for all staff to access to one. Available in every classroom. Improved modelling and feedback in lessons</p>	<p>One strand of our school improvement implementation plan focuses on the effective use of IT to support teaching, which includes the use of visualisers.</p> <ul style="list-style-type: none"> • Metacognition and Self-regulated Learning Education Endowment Foundation EEF • Yet another new experience in these strange times: Teaching my class from home HISP Research School <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p>	<p>All classrooms have available and used. Staff feedback on usage. Effective use for modelling/ feedback seen on learning walks Training given.</p>	<p>GM</p>	<p>£840 (£60 x 14)</p>	<p>Surveys. Verbal feedback regularly SIP review dates (calendared)</p>

Interactive whiteboards purchased	Teachers/Tas providing intervention/ catch up sessions are able to use high quality interactive resources to support learning. Children's understanding of key concepts is improved.	<p>The use of interactive technology supports learning. Children are able to apply skills learnt using interactive technology. Having interactive boards in classrooms where catch up sessions are being held will allow the teachers/TAs to use links to the planned curriculum e.g video, interactive games and resources. The focused teaching in these rooms can therefore make best use of limited time available.</p> <p>One strand of our school improvement implementation plan focuses on the effective use of IT to support teaching.</p>	Staff are using the interactive boards. Effective use seen in learning walks. Children make rapid progress	SLT	£12000	<p>Surveys. Verbal feedback regularly</p> <p>SIP review dates (calendared)</p>
Subscription to Power Maths Online	Gaps in maths are diminished and children catch up towards age related expectations.	<p>Power maths textbooks are used in school – link to maths mastery and the White Rose Resources.</p> <p>Free trial used 2019 was very popular with teachers and was well used. The online resources will enhance the learning on offer in the classroom and will support the progress of the children. Internal (and initial national) data shows that lockdown impacted most negatively on progress in maths.</p> <p>This supports the one of the school's School Improvement Plan priorities.</p>	Planning refers to making use of Power Maths online resources. Learning walks evidence its use.	SLT	£1155	<p>Surveys. Verbal feedback regularly</p> <p>SIP review dates (calendared)</p>

Subscription to Bug Club online for EY/KS1	Gaps in reading and phonics are diminished and children catch up towards age related expectations. Provides families with accessibility to decodable books from home.	The range of decodable books on offer for children to take home is limited and these resources then have to be quarantined under the Covid health and safety guidelines for 72 hours, further limiting the resources we have. This subscription will provide decodable books to support early reading and phonics in and out of school. During lockdown, the access to suitable books for children working remotely has been the biggest barrier to reading development. This supports the one of the school's School Improvement Plan priorities.	Staff are using the subscription in school and encouraging its use at home by setting books to be read. Staff spend time in school demonstrating how to use Bug Club to support this. Feedback gathered frequently.	RK/SM	£1200	Surveys. Verbal feedback regularly SIP review dates (calendared)
Other approaches total budgeted cost:					£15,195	
Total budgeted cost:					£34,830	

ADDITIONAL INFORMATION

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- Gaps in curriculum coverage will be scrutinized by the curriculum lead and phase leaders and shared with teachers/subject leads
- Gaps in knowledge will be assessed by using:
 - Entrance and exit passes
 - End of unit tests (e.g. White Rose)
 - Moderation
 - AFL
 - NFER testing later in the term
 - Data drops/tracking information
 - Pupil progress meetings