

COVID-19 catch-up premium report



What is The Covid-19 Catch Up Premium?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. Schools are able to spend the funding in the most effective way for their pupils, which could include accessing the National Tutoring Programme - a part of the government's £1 billion catch-up package. Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	310 (Reception to Year 6)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24,780 (Based on 315 children in the October 2019 census for term 1's payment and 310 children in the October 2020 census for terms 2 and 3)		
Total catch-up premium expenditure:	£57,601		
Total school contribution:	£32,821		

STRATEGY STATEMENT

Context:

When pupils started the new school year in September, many were returning to the classroom for the first time in almost six months. Whilst the school's remote education was by and large very successful, we must acknowledge that there was a wide disparity in the levels of engagement.

In creating this strategy for how we spend our Covid-19 Catch Up Funding, we have taken an evidence informed approach on two levels:

1. We had to spend time to discover the emerging gaps and gains and how individual children have or have not progressed, not just in their learning, but also their resilience and stamina. But this process could not happen overnight, it has been the product of weeks and months of careful individual attention by teachers, using formative and later summative assessments to discover the gaps and gains, without overwhelming our children with 'tests.'
2. We have taken an evidence-informed approach that will give us the best chance of maximising the impact of this additional funding, using a combination of our own experiences, recommendations and importantly, the valuable research carried out by the Education Endowment Foundation (EEF).


Strategies adopted in school have the core aim of reducing the attainment gap between our disadvantaged pupils and their peers as well support a rapid rise in attainment for all pupils. Closing the gap created by school closures due to COVID-19 is the sole priority of this expenditure.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT POST/DURING LOCKDOWN	
Academic barriers:	
A	Gaps in subject knowledge, mainly in maths, spelling, grammar and punctuation and comprehension, due to variable engagement, resulting in some areas of learning not being covered.
B	Social, emotional and mental health needs due to the break in continuity in teaching and the pressures placed on society due to COVID-19.
C	Pupils stamina in reading and writing as well as other curriculum areas due to the break in routine or inconsistent school routines.
ADDITIONAL BARRIERS	
External barriers:	
D	Inconsistent or minimal engagement with remote learning. Sometimes this was due to the capacity of some families to access the learning of multiple children at once, sometimes parents were working from home themselves and had minimal time to support but primarily linked to accessibility to technology or connectivity.
E	Lack of parental subject knowledge to best support their child/children with home learning activities and tasks.







Planned expenditure for current academic year



Quality of teaching for all				
Action	What's the evidence and rationale for this choice?	Intended outcome and success criteria	Monitoring and Timescale	Review date
<p>To provide all children in the school with targeted 1:1 feedback/teaching time with their own class teacher over the course of the year.</p> <p><i>Employment of a teacher for a full academic year to provide cover release for class teachers to focus on 1:1 teaching of target children. Key stages will be on rotation each half term with teachers released for full days to work 1:1 with targeted children. This means that</i></p>	<p>Quality first teaching is the most important element, as this trumps all other strategies because:</p> <ul style="list-style-type: none"> ➤ <i>Pupils make 40% more progress with highly effective teaching than they do with poor teaching.</i> ➤ <i>A disadvantaged student can make 50% less progress than the average student with poor teaching.</i> ➤ <i>Progress could be tripled to 150% of the average progress if the teaching is highly effective.</i> <p>(Source: Education Endowment Foundation EEF)</p> <p><i>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</i></p>	<p>Accelerated progress being made by all children and plugging of gaps in learning.</p> <p>Internal data tracking alongside NFER testing as well as evidence in books shows closing of gaps in learning.</p> <p>Teachers are able to tackle and address targeted</p>	<p>Baseline- Aut1 T2,4,6 data drop PPM 3x per year Review journal</p> <p>Term 1 (Entry), 2, 4 and 6</p> <p>Weekly sessions with children to</p>	<p>This provision will be reviewed half termly.</p>

<p><i>there will be the equivalent of a whole term of 1:1 feedback/teaching per class.</i></p> <p><i>By giving children in Year 1 to Year 6 focused teaching in gaps in learning, will address any barriers that impact on current or future learning. Teaching focus in RWM for all children with priority given to our disadvantaged children in each class to begin with.</i></p>	<p>(Source: COVID-19 Support Guide for Schools EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Through our own monitoring and assessment of best practice in school we have identified that focused, personalised 1:1 teaching with the children is essential in closing the gaps in learning our children now have. In our view, supported by that of the EEF, this will have the greatest impact on closing the gaps in pupils learning.</p> <p><i>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</i> (Source: COVID-19 Support Guide for Schools EEF)</p> <p>Feedback  <small>High impact for very low cost, based on moderate evidence.</small></p>	<p>specific issues that the children may have in their learning and provide personalised learning time. Teachers will record evidence of impact through a journal of working.</p>	<p>address gaps. Journal will maintain record of areas focused on and next steps. Class impact report to cover dialogue on progress made.</p>	
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Total budgeted cost: £33,261

Targeted support				
Action	What's the evidence and rationale for this choice?	Intended outcome and success criteria	Monitoring and Timescale	Review date
<p>To targeted early reading recovery in KS1 through the employment of a full time booster teacher.</p> <p><i>To employ a full time teacher for the remainder of the academic year from February 2021 to work with children in KS1. Targeting our most disadvantaged as a priority group in the Spring term and then focusing on pivotal children in the summer term.</i></p> <p><i>The teacher will work with small groups of children on reading comprehension strategies in order to plug gaps in children's learning. This targeted support could reach</i></p>	<p><i>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with collaborative learning techniques and phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</i></p> <p><i>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension (although the evidence is less robust in this area), particularly when they focus on the development of strategies and self-questioning skills.</i></p>	<p>Summer 2021 Phonics Screen in Year 1 shows outcomes to be in line or above national for 2021.</p> <p>End of year assessments for children in KS1 reading show significant narrowing of the gap from baseline assessments. Data is in line or above national expectations for KS1 or progresses on previous academic data for this cohort on the previous year.</p>	<p>June 21 phonics screen. Interim screen Aut/Spr for monitoring.</p> <p>July 2021 through Reading and Phonics assessments. Interim internal data alongside NFER tests support end of year judgements through monitoring.</p>	<p>June 2021</p> <p>July 2021</p>

<p>into lower key stage 2 for children who are significantly below ARE and certainly for those who did not pass the phonics screen in Year 1 or had weak attainment at the end of Year 2.</p>	<p>(Source: Education Endowment Foundation EEF)</p> <p>Early reading has been a school focus for the past 2 years and significant progress has been made in phonics over this time. The gap in consistent learning due to lockdowns will have had a negative impact on children’s ability to read and comprehend texts they do read. Addressing this area in order to maintain positive pupil outcomes is key.</p> <p>Reading comprehension strategies   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	<p>Children become more fluent readers and are reading widely. They can access a range of rich texts and comprehension skills improve- evidenced through reading VIPERS, NFER tests, Internal data tracking etc.</p>	<p>Weekly planning checking and work in the KS1 team. NFER testing in Aut/Spr</p>	<p>Term 2, 4 and 6</p>
<p>To address the gaps developed in basic numeracy skills for all pupils through the employment of an Academic Mentor.</p> <p>The appointment of an Academic Mentor to support the catch up in teaching numeracy in KS1 and KS2 from February 2021 will enable gaps in learning around basic number skills in addition, subtraction, multiplication and division. Support will be for all pupils who require gaps in learning to be addressed with a primary focus on our children with SEND and children who fall significantly below ARE.</p>	<p><i>Schools in the most disadvantaged areas need more support than ever as they deal with the impact of the crisis. Teach First is supporting the recruitment, training and placement of the first cohort of National Tutoring Programme (NTP) Academic Mentors.</i></p> <p><i>Academic Mentors will provide support tailored to their school, but most Academic Mentors will support subject-specific work (both one-to-one and in small-groups), revision lessons, and provide additional support for those shielding or not in school.</i></p> <p>(Source: National Tuition Programme- NTP Academic Mentors)</p> <p>Historical gaps in learning in the basic number calculations have always been evident in our school community. Progress we had made would have been hampered by the lockdown and intensive intervention to close the gaps and move learning on is essential for our most challenged children. Early intervention in basic math skills in KS1 will enable children to have solid foundations for mathematics in KS2.</p> <p>One to one tuition   </p> <p><small>Moderate impact for high cost, based on extensive evidence.</small></p>	<p>Pupil attainment gaps narrow and is evidenced through internal tracking systems- NFER tests support this.</p> <p>All children in the programme are Sandwell tested as a baseline with a summative assessment carried out towards the later part of the academic year.</p> <p>Evidence in children’s work and dialogue with children that they know and remember more in basic numeracy skills.</p>	<p>Term 4 and 6 data drops- NFER tests in T4 and 6.</p> <p>Baseline Sandwell in Feb 21 with summative mid-June 21. 4 weeks to catch up and slow movers.</p> <p>Pupil conferencing by SL and support for AM with planning and provision</p>	<p>Term 4 and 6</p> <p>June 21</p> <p>Apr 21 and June 21</p>
<p>Using the National Tuition Programme ensure that our disadvantaged pupils, in greatest need of academic support, receive weekly 1:2/1:3 Tuition.</p> <p>Targeted support for the bottom 50% of our disadvantaged children across the KS2. We will employ</p>	<p><i>The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. A range of tutoring models have been funded, including those that are suitable for pupils with SEND and in Alternative Provision. Tuition Partners offer a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools can decide which Tuition Partner in their area to work with and which of their pupils will benefit the</i></p>	<p>Gap between the disadvantaged and non-disadvantaged narrows with the view to closing with enhanced tuition.</p> <p>Key pivotal children are targeted along with those</p>	<p>Half termly monitoring by SL through books and portal evidence.</p> <p>Group setting at the outset with</p>	<p>July 21</p> <p>Jan 21</p>

<p>(through Teaching Personnel) 2 x tutors who will work for 15 weeks, Monday to Friday in small group tuition of 1:3 or 1:2 across KS2. Children will be grouped in year groups based on similar ability levels and teaching will focus on gaps in learning from baseline assessments that are carried out.</p>	<p>most from additional support. (Source: National Tuition Programme- NTP Tuition Partners) Our children learn best when they have trusting, positive relationships with adults. Through having a consistent pair of teachers (critical that the tutors are trained experienced teachers with QTS) who work across the school will enable gaps in learning to be addressed early on and quickly. All tuition will be face to face to enable relationships to form. School data has always identified mathematics attainment being below that of national at KS1 and end of KS2. Targeting this gap now following a lockdown, to plug any gaps in learning, will support the school in narrowing/closing the attainment gap to national average.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> 	<p>with SEND needs.</p> <p>Progression between baseline assessment and end of unit summative assessment is evident in SS score improvement in NFER testing.</p> <p>Tutor records evidence progress being made alongside work in children's books.</p>	<p>teachers.</p> <p>SL monitoring through Term 4 and 6 NFER testing and internal data tracking- continued PC.</p> <p>Weekly record updates check by SL.</p>	<p>Mar 21 and June 21</p> <p>Weekly checking</p>
<p>Oral intervention program NELI (Nuffield Early Language Intervention) is delivered in reception with key staff trained in the delivery of the programme. Led by our EYFS lead and English lead in school, 4 x members of staff (2 x teachers and 2 x support staff) are trained in the delivery of the programme. Targeted children, particularly the disadvantaged, will be a primary focus for the programme which will start in the Spring term. Sessions will run in small group as well as 1:1 which will be tailored to individual pupils needs.</p>	<p>NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p> <p>(Source: DfE reception year early intervention programme- NELI) Historical in school data in communication and language skills has always been significantly below national expectations. Children make significant progress being in school around peers and adults who model high quality speaking, listening and understanding skills. The lockdown period and parents selecting to not bring children to school will have had a detrimental impact on children language development. Intensive intervention will bridge this gap and performance monitored through language screen checks will inform practice and provision outside of the intervention.</p> <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p> 	<p>Language screen test as a baseline identifies gaps to be addressed. Pupils improve listening comprehension, receptive vocabulary, sentence repetition and expressive vocabulary skills through the duration of the 20 week programme. Progress in these areas has been made from baseline to end of 20 week assessment.</p> <p>Notable improvement in the acquisition of language and children's overall language development supported through the NELI programme.</p>	<p>Baseline assessment and summative in week 20. EYFS and English to monitor delivery and progression of pupils knowledge.</p> <p>Meetings with EYFS lead and EYFS teachers. Feedback from staff and obs of children.</p>	<p>Feb 21 and Oct 21- end of 20 weeks.</p> <p>Half termly checking</p>
<p>Total budgeted cost:</p>				<p>£24,340</p>