

COVID-19 catch-up premium spending: summary



Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

SUMMARY INFORMATION

Total number of pupils:	700	Amount of catch-up premium received per pupil:	80
Total catch-up premium budget:	56,000		

STRATEGY STATEMENT

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

The overall aims of this catch-up premium strategy:

- Ensure mental wellbeing of children on their return to school after extended time out due to COVID lockdown
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	<p>Low levels of literacy skills, particularly writing and resilience for writing. Children's resilience for writing was affected by the lockdown period. Based on initial assessment of their return, the children have required additional focus on previous year's key objectives for grammar, punctuation, spellings and cohesion. They also need opportunities to develop resilience for accurate handwriting.</p> <p>Low levels of attainment of Phonics, particularly the lowest 20% Children start school with low phonics knowledge and skills and the extended lockdown period has meant that children have missed vital phonics input from school. There is particular need in years 1 and 2.</p>
B	<p>Low levels of reading skills, particularly inference skills. Based on initial assessment on their return, the children need additional focus on higher reading skills such as fluency, decoding and re-engaging with reading.</p>
C	<p>Speech and language development due to lack of social interactions with peers in particular</p>
D	<p>Low levels of maths skills, particularly application and reasoning skills.</p> <p>On the return to in school learning, teachers have been continuing with the schemes of learning, identifying gaps and using lesson time and feedback sessions to address gaps in prior learning or misconceptions as they arise. Additional daily fluency sessions have also been introduced to enable learners to practise key mathematical skills. Where concerns have arisen, teachers are supporting their planning with resources from the DfE Mathematics Guidance for KS1 and KS2 (June 2020) and the supplementary resources around Ready to Progress criteria from the NCETM.</p>

ADDITIONAL BARRIERS

External barriers:

E	<p>Children's access to remote learning and their parent's capacity to support work set has been variable. Parent surveys and regular communication with families have enabled school to identify which families may have issues with access to online learning.</p>
F	<p>Children's attendance through the school has been an ongoing priority area for development. We have seen some improvements with this over time, however, it is still below the target of 96% and the need for rapid improvement is even more crucial for the catch-up of lost learning. There is a significant attendance gap between disadvantaged children and their peers.</p>

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?
<p>Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning from summative assessments, use it to inform planning and adapt teaching accordingly (QLA).</p> <p>Assessment levels-Monitoring from LT to ensure planning and delivery is strong and supporting progress</p>	<p>Children make accelerated progress towards key catch up objectives in Phonics, Reading Writing and Maths.</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> <p>Internal analysis of assessments.</p> <p>Evidence from EEF about the value of pre-teaching for all to access the curriculum.</p>	<p>Baseline assessments to identify gaps in learning.</p> <p>Feedback used to make next steps explicit to children.</p> <p>Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc.</p> <p>On arrival baseline assessments are carried out and areas identified for intervention.</p> <p>Analysis will show that whole class gaps have been filled.</p> <p>Analysis of individual data (assessments, pupil conference, learning reviews) will show that gaps have been filled and progress is being made.</p> <p>Triangulation of monitoring evidence from self-assessment cycle Class data to be analysed for impact and discussed during pupil progress meetings/ Learning Reviews.</p> <p>Time for teachers to reflect and map where members of their class currently, considering what they need to move forward. Further to this teachers will also be mapping using QLA, mapping out misconceptions in learning and revisiting any learning opportunities.</p>		<p>June 2021</p>

Additional staff training for planning and teaching priority objectives in Phonics, Reading, Writing, Maths Including subject knowledge CPD	Children to make accelerated progress towards key objectives and coverage of Phonics, Reading, Writing and Maths		Triangulation of monitoring evidence from self-assessment cycle Class data to be analysed for impact and discussed during pupil progress meetings/ Learning Reviews		
Total Budgeted cost:				Already in school costs	

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?
<p>Assessment of learning and of basic skills to identify gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Teachers to work closely with staff leading interventions and to assess impact in day to day lessons.</p> <p>Pre-teaching established to make curriculum access more equitable.</p>	<p>Teachers will have a better understanding of children's learning and planning for whole class teaching and interventions will be focused and effective.</p> <p>Clear intervention plans will be in place, content determined by analysis of baseline assessments.</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> <p>Internal analysis of assessments.</p> <p>Reading Wise progress data from T2.</p> <p>Accelerated Reader +3-5 months progress (higher for students with Free School Meals)</p>	<p>Monitoring from LT to ensure planning and delivery is strong and supporting progress.</p> <p>Regular monitor Leap (assessment tool used by NTP).</p> <p>Regular monitor Reading Wise and learning pathways.</p>	<p>NTP targeted in Year 4 with PP children in Year 5 and 6 in T5.</p> <p>Jane Ross, Lydia Trapnell and Tina to lead larger reading groups focus on Year 2</p> <p>Reading Wise to recommence in Year 2 and Year 3.</p> <p>Accelerated Reader</p>	June 2021

<p>Maths, Reading and Writing interventions for targeted groups and individuals, by additional qualified teachers in year 3 (initially in term 5) and in years 4 (in term 6)</p> <p>Phonics Streaming in Reception and Year 1. Targeted pupils in Year 2 to have phonics as well.</p> <p>Connor to support interventions in Reception.</p> <p>Daily Fluency sessions to reinforce key skills and recap missed learning.</p>	<p>Children are increasingly fluent readers who can recall and discuss what they have read. Children are encouraged to read for pleasure and engage in a range of texts.</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p>	<p>Children selected for Reading intervention based on pupil AR STAR tests, NFER and benchmarking. This will be used as a way of measuring the impact of the intervention.</p> <p>Pupil engagement in reading competitions and participation in book reviews via Class Dojo.</p>	<p>Nadine to lead interventions in Year 3. She will support and team teach in the mornings and provide targeted support in Maths and English in the afternoons in T5. In T6 this support will be redirected to a year group identified with the greatest need. Year 2 inference group with Lydia.</p> <p>One to one readers with Leadership with targetted children.</p>	
<p>Short term booster interventions for targeted groups, led by AHTs, in reading and maths.</p> <p>Videos for parents that model what an effective read looks like with their child – LT focus on PP children.</p> <p>CPD to focus on embedding Reading Lessons (year 2 – 6).</p>	<p>Children are faster and more accurate in their recall of key facts, with a focus on recalling and deriving addition, subtraction, multiplication and division facts.</p> <p>Children are increasingly fluent readers who can recall and discuss what they have read. Children are encouraged to read for pleasure and engage in a range of texts.</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> <p>Short term groups as an interim in order to re-engage learners before more detailed assessment analysis can be undertaken</p>	<p>Lead by AHTs, informed by latest teacher knowledge of class teachers.</p> <p>Pre- and post-assessments for maths.</p> <p>Children selected for Reading intervention based on pupil AR STAR tests. This will be used as a way of measuring the impact of the intervention.</p> <p>Maths and Reading outcomes.</p>	<p>AHTs to lead sessions during the afternoons for 2.5 weeks in Spring term when it will be reviewed following assessments</p>	<p>June 2021 – next summative assessments</p>

Total budgeted cost:	<ul style="list-style-type: none"> • £16, 245 (£14.25 x 19 hours x 6 weeks NTP) • £16,535 (targeted interventions teacher) • £6,800 (targeted interventions teaching assistant) • £3,600 (reading wise) • £13,0202 (60 x Assistant head afternoon interventions sessions) <p>Total; £56,200</p>
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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?
<p>Mental Health First Aid training</p> <p>Three colleagues will be trained as Mental Health First Aiders to support adults in the Academy during the pandemic.</p> <p>Mental Health First Aiders recognise warning signs of mental ill health, and develop the skills and confidence to approach and support someone. A key role is effective signposting to support.</p>	<p>Pupils and Staff are well-supported during the pandemic resulting in higher staff attendance and a higher quality of provision.</p> <p>Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.</p>		<p>Monitor CPOMs.</p> <p>Thrive assessments</p> <p>Pupil Voice</p>		On-going

				Total Budgeted cost:	Already in school costs

ADDITIONAL INFORMATION

- Additional information used to support this strategy:
- Internal assessment and reporting software
- Evidence from the EEF families of schools database
- Results of staff and pupil consultation
- Analysis of attendance records
- Case studies created to reflect progress through partial closures
- DfE's catch-up premium guidance
- EEF's COVID-19 support guide for schools
- Case studies collected during partial school closures.