COVID-19 catch-up premium report

| strategy statement |
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| The government provided funding to cover a **one-off** universal catch-up premium for the 2020/2021 academic year. It aims to support pupils to catch up for lost learning caused by the pandemic. Whilst it's a one-off catch-up premium, we can carry forward any unspent funding to future academic years. We are able to spend the funding in the most effective way for our pupils to reduce attainment gaps. As a school, we are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.  **“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)**  **Teaching**  Great teaching is the most important lever schools have to improve outcomes for their pupils.  **Targeted Academic Support**  There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.  **Pupil Assessment and Feedback**  Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. 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.  **Wider Support**  We have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning. |

COVID-19 catch-up premium spending: summary

| summary information | | | |
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| Total number of pupils: | 313 | Amount of catch-up premium received per pupil: |  |
| Total catch-up premium budget: | £25,040 | £80 for pupils (reception to Year 6) |  |

Barriers to learning

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| barriers to future attainment | |
| Academic barriers: | |
| A | Low baseline and starting points due to school context of high deprivation (over 50% Pupil Premium) |
| B | Gaps in writing and maths |
| C | Pupils have had limited access to reading materials and therefore, their reading and phonological awareness ages are lower than expected |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| D | Pupils’ mental health, independence, and intrinsic motivation |
| E | Develop social skills and relationships with peers |
| F | Attendance is below national expectations |

Planned expenditure for current academic year

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| 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? |
| This Purchase and implementation of the NFER National Standardised Assessments termly.  Complete termly tests and record assessments on the new online tool (Insight Tracking) | Teaching, assessment and feedback. Teachers have a very clear understanding of what gaps in learning remain as a result of careful day to day assessment during lessons and using NFER assessments termly,  Carefully planned Target setting meetings and Pupil Progress Meetings to track pupil progress, plan additional support as needed and ensure pupils reach their school target. | **Informed by over 75 years of expertise and developed in collaboration with teachers, NFER's robust resources are trusted by thousands of schools.**  Termly tests and assessments help to inform teacher assessments, give children test practice, prepare them for the Government's end of key-stage assessments and are used by the Headteacher/ teacher to track every child's progress as they move through the school. | Teachers will have a greater degree of confidence and accuracy in assessment and planning for future progress.  Increased knowledge informs short term planning in order to fill gaps and support pupils to catch-up to their potential standards. | HT/DHT  All teachers | July 2023 |
| Reducing class sizes to max of 20 | Increase pupil/ staff interaction with quality and quantity of feedback | In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes | Lesson observations | HT | July 2022 |
| Develop a consistent whole school pedagogical approach to the teaching of maths | Pupils will have access to essential manipulatives in Maths lessons for KS1 and 2 to support good or better progress in their understanding. In EYFS, the Maths resources will enhance mathematical development in the indoor and outdoor environments as part of both continuous provision and focused activities. | Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. | Purchase additional manipulatives and other resources for Maths in EYFS, KS1 and KS2 classes where needed, to enable all pupils to have access in all Maths lessons to support good or better progress. | TF  HT | July 2023 |
| Develop a leadership team of SLT and MLT | SLT to begin NPQH/NPQSL and MLT start NPQLT | Leaders ensure that teachers receive focused and highly effective professional development. | Time is allowed for staff to access external courses and develop professionally which will include leading staff meetings and disseminating information. | HT  MLT/SLT | July 2023 |
| 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? |
| Targeted academic support | Parents informed about their child’s next steps and how to support at home at termly pupil progress meetings.  Same day interventions for closing the gaps and addressing misconceptions.  Pre-teaching established to make curriculum access more equitable.  Teacher led interventions | Evidence from EEF and Sutton trust for teacher to lead intervention groups. | Teacher moderation  Book looks for transfer of knowledge/skill in dependently. | HT | July 2022 |
| Establish Ranstad tutors for National Tutoring Programme | To close the gap in attainment in reading, writing or maths | NTP is a government-funded initiative that aims to make high quality tutoring available to schools at a heavily subsidised rate, to help disadvantaged pupils whose education has been affected by school closures. Intensive small group tuition is cited on the EEF as a strategy to ensure effective progress. | Children identified through diagnostic tests in Autumn. Tutors to report to DHT/Class teacher on impact of intervention and submit data to Local Authority. | DHT/HT | July 2022 |

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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? |
| SEMH Interventions and Nurture provided for identified pupils  Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health. | Boxall Profiles used to establish needs where necessary.  SEMH groups in afternoons.  Daily relaxation and refresh opportunities for sensory breaks – mile a day and mindfulness.  Individualised SEMH support for pupils who require it.  Informing and including parents in their child’s next steps.  Growth Mindset ethos to further develop can do attitude, resilience and perseverance  Forest School | Social and emotional learning approaches have a positive impact (+4 months) in academic outcomes over the course of a year (EEF)  Children during lockdown have suffered emotionally as they have not been able to socialise with their peers, and younger pupils have had fewer opportunities to develop their social and emotional skills during the pandemic. | Boxall Profile results will show improved wellbeing.  Children will feel supported and calm in school.  Parents will feel supported and engaged.  Children will have strategies to regulate their emotions and be in a better position to learn.  Attendance will improve as pupils will want to attend school. | LS/JY  DHT/HT | July 2022 |
| To embed a new positive behaviour policy and develop a growth mindset ethos within the school culture | Pupils have a can-do mindset and don’t give up; resilience is evident as are positive attitudes. | Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy. | Attendance will improve as pupils will want to attend school. | HT  All Staff | Sep 2022 |
| New Attendance Policy is ratified by governors and graduated response is established | Attendance is improved and in line with national expectations.  Persistent absence is reduced.  Parent/ school expectations are clear and communication is improved. | Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. | Attendance will improve as pupils will want to attend school. | HT/DHT | Sep 2022 |
| Improve communication between home and school and parental participation in home learning. | Parents are well informed with school expectations and are positive.    School has a welcoming, open-door policy and parents feel able to communicate with staff.  Pupil progress meetings and stay and learn sessions are termly.  100% of parents are signed up to Class Dojo.  New website established and 100% parents are signed up. | Establishing and maintaining positive working relationships with parents is central to ensuring a child’s success. Whilst school reports and parents’ evenings provide a great opportunity to engage in dialogue about a child’s achievements and attainment, it is always better to tackle issues as they occur throughout the year. Positive communication with parents enables them to support and encourage their children at home. | Supporting parents to have high academic expectations for their children.  Developing and maintaining communication with parents about school activities and schoolwork.  Promoting the development of reading habits. | HT  All teachers | Sep 2022 |
| Introduce breakfast club and sign up to the National Breakfast Scheme Programme | All pupils offered breakfast bagel at the start of the day so no child will be hungry | **Breakfast consumption in children has been found to:**   * Improve cognitive function, particularly memory, attention, and executive function. * Improve academic performance, including school grades and achievement test scores. * Increase on-task behaviour in the class. | TAs to collect bagels from kitchen and deliver to every class at the start of each day.  Breakfast club offered with 2 start times – free breakfast offered (toast, cereal) Cost kept at a minimum (childcare only costs) | All TAs  AT | Sep 2022 |
| Total budgeted cost: | | | | | £22,320 |

| additional information |
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