

# COVID-19 Catch-up Premium Report

## COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

<b>Total catch-up premium budget:</b>	<b>£31440</b>
---------------------------------------	---------------

### GUIDANCE – USE OF FUNDS

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

### EEF RECOMENDATIONS

The EEF advises the following: -

#### **Teaching and whole school strategies**

Supporting great teaching

Pupil assessment and feedback

Transition support

#### **Targeted approaches**

One to one and small group tuition

Intervention programmes

Extended School time

#### **Wider strategies**

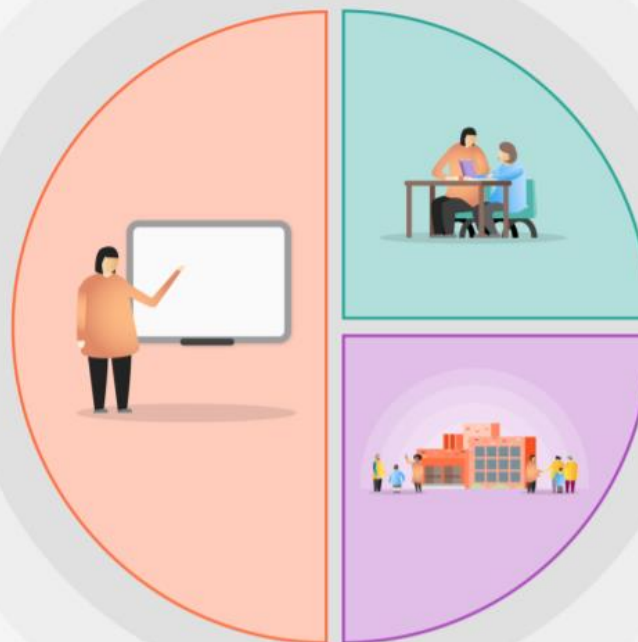
Supporting parent and carers

Access to technology

Summer support

# 1 Teaching

- 'SPACE' recovery curriculum from September 2020 to focus on Safety, Physical activity, Academic standards, Creativity, Emotional wellbeing.
- Emphasis on core subjects through quality first teaching during Autumn.
- Baseline assessments in September to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc Programme.
- CPD for all staff (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self expression.
- Embedding metacognition strategies.



# 2 Targeted academic support

- Intervention programmes based on question level analysis from baseline assessments.
- 'Keep up' groups targeted following half termly Read Write Inc assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils.
- High quality SEND provision including personalised programmes.

# 3 Wider strategies

- ELSA programme to support emotional wellbeing.
- Attendance support for vulnerable families.
- Welfare phone calls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitude however they are quite simply 'behind'. Recall of basic skills has suffered – children are less able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	EYFS/KS1 pupils have missed significant amount of phonics teaching and learning. Current Year 2 pupils need to revisit phonics phases. Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-Core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Well-being	Children have missed varying amounts of time in school since April 2020. SEND children and those with a diagnosis of Autism may have been affected at a deeper level due to disruption to routines and their increased needs for regular support. Mental health effects of school closures during COVID-19. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing.

## Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Desired outcome	Actions to address the identified learning priorities? Which pupil groups/cohorts will benefit?	Resources and costings	Staff Lead	Review and impact
<p>A recovery curriculum: 'Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content'. DfE Guidance for wider opening July 2020. We want to formalise a curriculum of compassion. To respond to the lived experience for ALL pupils through a consistently sensitive approach for all pupils to rebuild relationships by having a supported transition through time to repair. We want the children to have the space to rediscover their self-image, confidence, self-esteem and concept of self. It is the unwritten relationships that will repair this period of neglect so we want all staff to be caring, open, accepting to ensure that they connect with each child. (Dr Barry Carpenter 'Recovery Curriculum') EEF: 'Schools may want to consider assessing the SEMH outcomes that relate to how well children learn. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?'</p>				
Positive transition for pupils back to school with a 'whole school' community and PSHE focus	Autumn term return – 3 days based with previous teacher. Shared learning focus across the school following periods of 'lockdown'. Here We Are – literacy/PSHE focus across the school.	Here We Are – Oliver Jeffers purchased	Literacy Lead	
<p>EEF: 'High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'</p>				

The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional Planning Days.	INSET DAY 16 x day supply cover (Autumn, Spring Terms)	Headteacher	
EEF documentation: 'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.' 'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'				
Teachers have a very clear understanding of gaps in learning in core subjects and use this to inform planning and the delivery of targeted interventions	Staff to use diagnostics e.g. White Rose diagnostics, quizzes etc. alongside formal standardised assessments. Purchase and implement the NFER Standardised Assessments suite. Complete termly tests and complete online test analyses to identify gaps and gain insight to track performance.	NFER assessment materials	Headteacher	
EEF: 'There is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks. School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.'				

Learning will be continuous, blended between home and school. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Additional resources purchased including stationary packs  Home packs printed and provided for families including pupils with SEND  Ongoing training for learning platforms (Google Classroom and Tapestry)	Weekly printing of packs, admin time and individual stationary packs Yr 2 – Yr. 6	Deputy Headteacher	
High quality remote learning provision with effective feedback to ensure pupil engagement and learning	Staff arrangements to have dedicated remote learning teacher in each year group. During 'Lockdown 3' two teachers to teach in school with an additional teacher to manage remote learning	Additional Year 2 teacher x 6 weeks	Team Leaders	
Children to have access to technology to be able to engage with remote learning	Audit access to technology, access DfE support for broadband for eligible families. Provide technology for families who do not currently have access.	15 tablets/chrome books DFE device ordering	School Business Manager	
ELGs need to be met in order to provide the basis for future learning.	Maintain additional TA provision through Spring and Summer terms and purchase additional resources	1 x TA Busy Things online resources	EYFS lead	
Children to develop resilience and stamina for writing	Introduce Jane Considine units of work for writing training for staff. Staff to have additional time for planning.	Jane Considine online units of work	Literacy Lead	

EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.

All children to use phonics to be fluent readers and enable independent access to wider curriculum throughout school.	Purchase Read, Write, Inc. scheme Key stage 2 children who have not yet passed the phonics screen are accessing phonics interventions and daily 1:1 coaching.	Assessment screenings RWI suite of materials, resources, book packs etc.	Literacy Lead	
Year 2 pupils to accelerate progress in phonics	Additional teacher employed part-time to enable Year 2 cohort to have additional daily phonics lessons. Children have been grouped and streamed with additional specialised teaching and 1:1 coaching for lowest attainers. Initial phase assessments completed	Teacher support Phonics books Teaching resources Assessments	Literacy Lead	
EEF: 'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.				
All staff to be skilled at delivering high quality phonics programme (RWI)	Professional development for staff (Ruth Miskin) and 1:1 tutoring Reading Book training Read, Write Inc. Purchase of resources	Ruth Miskin Training and release time for staff	Literacy Lead	
To develop a suite of online resources to ensure continuity of provision between school based and remote lean ring.	Smart resources – premium upgrade to be purchased	Resources	Computing lead	

EEF: 'Children's oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing.

Professional development enabling effective planned interventions	Blank Level Training (EYFS/Yr. 1) ICAN, 1:1 Tutoring (RWI), Closing the gap (Vocab EYFS), Vocabulary Project (KS1 – KS2) Jane Considine writing sequences RWI	Training costs including staff cover	SENDCO	
---	--	--------------------------------------	--------	--

### Targeted academic support

- High-quality one to one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Desired outcome	Actions to address the identified learning priorities? Which pupil groups/cohorts will benefit?	Resources and costings	Staff Lead	Review and impact
EEF Covid 19 support guide: 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'				
For all children to access the c	Intervention programmes established in each year group. Each class has a TA to support all children as well as the SEND children. Children are also receiving 1:1 when and where appropriate within the school day either to revisit or practice a concept or to look at pre-learning for the next day.	TA support		



EEF: 'High quality teaching for SEND children is high quality teaching for all children. 'Questions to consider, how do staff know their pupils, including those pupils with SEND? How is this communicated widely? How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision? How are supportive relationships with an adult in school developed for pupils with SEND?'

Interventions and assessments are used effectively to target support and close gaps in attainment between peers.	Language Link, used mainly to assess children in Reception, Y1 & Y2 as necessary, has links to assessments/resources and a parent portal which the SENDCo is utilising to improve vocabulary, receptive language and comprehension for SEN.	Online tools and assessments	SENDCo	
Interventions and assessments are used effectively to target support and close gaps in attainment between peers.	In Maths, Counting to Calculating is being used for the school at present, SENDCo is continuing to investigate alternatives	Online tools and assessments	SENDCo	

**Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

<b>Desired outcome</b>	<b>Actions to address the identified learning priorities? Which pupil groups/cohorts will benefit?</b>	<b>Resources and costings</b>	<b>Staff Lead</b>	<b>Review and impact</b>
Supporting SEMH: EEF: 'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. What opportunities are there to meaningfully combine SEL and the academic curriculum? How can we draw out the children's emotions in relation to their experiences?'				
Children to settle quickly back into school and to be 'ready to learn.' Mental health problems to be quickly identified and addressed with further referral to additional services if necessary	Pastoral support will run throughout the academic year and delivered via Zoom for pupils accessing remote learning. 3 x additional MTAs employed to staff all class bubbles.	Postcards, telephone calls when self-isolating/remote learning	SENDCo	
EEF: 'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.'				

Increase capacity for pupils to access targeted SEL interventions	<p>Thrive</p> <p>Interventions to include</p> <p>Bespoke 1:1 or small group pastoral support</p> <p>Targeted programmes for anger management, bereavement and/or loss, raising confidence, anxiety, belonging</p> <p>Families In Grief Bereavement Workshops</p> <p>'This Is Me' self-esteem programme</p> <p>Mindfulness</p>	<p>TA training</p> <p>Zoom sessions and timetabling</p> <p>Agency support</p>	SENDCo	
Culture of celebrating success and effort	<p>Weekly assemblies with focus on positive mind-set, inspirational people, linked to school values and half termly raffle</p>	<p>Raffle prizes and certificates</p> <p>PE Wall to celebrate achievement in and out of school.</p>	Deputy Headteacher	
Children to develop confidence, independence and team working.	<p>Timetable for all children to regularly access 'The Secret Garden' and 'Not so Secret Garden' for outdoor learning</p>	<p>Secret garden, risk assessments and planning</p>	Outdoor Education Lead	
To ensure continued access for parents to parental support	<p>Signpost and support parents to access online Parenting Support – Solihull, Cygnet, Lynn McCann</p>	<p>Agency support</p>	SENDCo	
Staff professional development	<p>SENDCo and teacher training around wellbeing on return to school.</p> <p>DfE and PHE Virtual Webinar for supporting mental health</p>	<p>Training budget</p> <p>Staff cover</p>	SENDCo	