COVID CATCH-UP FUNDING REPORT 2020/2021

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	**446**	Amount of catch-up premium received per pupil:	**£80**
Total catch-up premium budget: paid in 3 termly installments across the year	**£35680**	Autumn payment	**£8920**

Payments

The funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at Coronavirus (COVID-19) catch-up premium: provisional allocations.

Allocations are based on the latest available data on pupils in schools. A second grant payment will be distributed in early 2021, based on updated pupil and place data, using the 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 or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the Summer term 2021.

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

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), therefore 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.

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.

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

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Page | 1

STRATEGY STATEMENT

Our Motto 'We Care' provides the framework for education, well-being and the way we work in our 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 Education Endowment Framework (EEF) DfE recommendations, it is likely that some forms of support will be particularly beneficial to those disadvantaged." (Covid-19 Support Guide for Schools – June 2020)

Our school's catch-up priorities –

- To ensure children and staff are supported with the return to full time schooling and educational opportunities
- To assess the children on return and highlight gaps and any needs that need to be addressed in order to catch the children up
- To highlight and promote interventions and other ways of working to maximize children's progress
- To enable remote learning opportunities for children who need to self-isolate or need to be absent to be able to access learning on-line

Brief overview of our catch-up premium core approaches strategy –

- We have identified emotional needs for key children and have responded with extending access to the Sunshine Room (for nurture), the Starlight Room for emotional and other needs not behavioural and the Rainbow Room for children with identified and yet to be assess autistic needs
- We have identified a real need for Speech and Language support, especially with the new intake into Reception. In response we have been accepted on the DfE NELI (Nuffield Early Language Intervention) programme, this is a limited number of schools chosen based on the number of pupil premium children attending.

Both of these approaches will contribute to helping pupils catch up missed learning.

The overall aims of our catch-up premium strategy is:

To reduce the attainment gap between our disadvantaged pupils and their peers

To raise the attainment of all pupils in order to close the gap created by COVID-19 school closures

To increase the percentage of great teaching (both for teachers and support staff) as the most important lever we have to improve outcomes for our pupils.

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy which is the reason we have chosen to follow the NELI programme. Tuition delivered by qualified staff 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 effected differently by Covid-19. Setting aside time to enable Teachers and Teaching Assistants to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Additional support in this new school year will focus on providing regular and supportive communications with parents and carers, especially to increase attendance and engagement with learning.

Barriers to learning -
The following data sources will help identify barriers to attainment in our school:
Internal assessment and reporting software (including Target Tracker, Seesaw and Tapestry feedback)
The EEF families of schools database
Staff, pupil and parent consultation
Attendance records / Covid 19 absence tracking
Most recent school Ofsted report
Guidance from experts including NELI training, English (RWI) Hub support, Maths Hub support, SEND Team etc.

We have provided extensive pastoral support to pupils and families during the pandemic. Additional support in this new school year will focus on providing regular and supportive communications with parents and carers, especially to increase attendance and engagement with learning especially should there be a need to self-isolate or if a lockdown situation were to be enforced again.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of Literacy/Maths)	
A	Identified low levels of speech and language
B	Identified gap analysis reveals regression in Reading from previous
C	Impact of isolation / further lockdown and lack of access to online learning opportunities

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Accessibility Survey revealed number of families who would not have access to online learning, identified broadband issues, number of children and lack of devices
E	Accessibility to quality texts to support reading
F	Availability of parents if working from home, or due to their own needs, to support learning as will require parental presence to access

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	When will you review this?
To enhance the quality of teaching consistently across the wider work force, by the use of coaching / modelling and further developing the quality of feedback and marking. To promote the quality of the learning by the embedding and implementation of new teaching approaches, with the use of resources / displays to support independent learning. To introduce and embed new members of staff into the school. By achieving the key priorities we will improve the attainment and progress of all pupils. Introduction of new curriculum approaches based on intent, implementation and impact methodologies.	Decision to implement the DfE's Early Adopter (EA)framework for Early Years Implementation of a new curriculum across the school. To develop subject planning, ensuring progressive sequences of lessons within and across subjects. To develop assessment in all subjects to ensure children develop age related skills and knowledge To demonstrate Challenge for all pupils within and across subjects To develop strategies to close the vocabulary gap enriching the vocabulary for all children	• Great teaching is the most important lever to improve outcomes for their pupils. • Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. • Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. • Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. • Early career teachers, who may have had opportunities to develop • their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. • Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit	Reception and Nursery staff will follow training as released by the DfE. (See Early Years Section) Curriculum overviews revised for all year groups. New schemes of work written and implemented across all year groups. New Schemes of work developed from Nursery to Year 2 to ensure progression and continuity. Subject leader training provided in-house for new to role and change in role. Update tracking systems, including for EA. RWI assessments for early identification of gaps. KIRFs introduced. Targeted focus on foundation subjects for assessment purposes. Planning for More Able is evident on weekly plans. Learning walk results will show the standard of teaching and learning as continued improvement with Evidence of the MA being challenged appropriately in a variety of ways.	HT / SLT / All Staff	Half termly data drops / progress meetings Performance Management for all staff Observations ongoing

| | To ensure the quality of teaching within and across in subjects is consistent across the school

To ensure that Subject Leaders develop an understanding of the progression within their subject across year groups from Yr N – Yr 2 especially with regard to building on skills

To showcase examples of our curriculum with the wider community

Identify training needs

Presentation in books improve

Knowledge of curriculum intent understood by all | • New approaches to learning and expectations have positive impact on outcomes
• A more coherent / progressive approach to learning
• Staff have increased awareness of subject / area across
• Early identification of gaps on return to f/t. Assessment informing next steps and catch up programmes.
• To increase the percentage of children able to achieve 'exceeding' outcomes across all subjects
• Staff have a sound knowledge of progression in vocabulary
• Staff plan effectively to develop vocabulary
• Confidence in teaching specific vocabulary explicitly and clearly
• Promotion/scaffold high-quality vocabulary and talk
• Shared values of the quality of teaching all subjects across the school
• Staff will develop a culture of success and high expectations of themselves and others
• Shared classroom practice
• Staff will feel valued and supported through their development of teaching
• Staff to reflect openly and confidently, identifying own strengths and weakness and strive to improve
• Pupils will make expected if not better progress
• Better understanding across KS1 and EYFS | Vocabulary to be included on weekly planning for all subjects.
Staff to be aware of what their children's next steps are.
New vocab, repeated exposure unpicking meanings and using new vocab in context

Visual images to be used alongside new vocabulary (link to RWI)

Monitor teaching of all subjects through regular informal and formal Learning walks
Opportunities provided for all staff, particularly NQT's and new teachers to observe other lessons
Mentor and coach staff where needed to support quality first teaching

New subject leaders are identified and supported in understanding the progression and consistency of their subject across the school
Subject leader training identified and support provided

New curriculum approaches and schemes of work introduced
Increased monitoring and review processes put in place

Staff meetings led by subject leaders / SLT to share best practice

Introduction of Seesaw to compliment Tapestry, Facebook groups, website etc. | | |

		• Increased understanding of learning across all subjects and stages • Individual subjects merged under Humanities and Art to be led by experienced staff with NQT's shadowing for modelling • Increased communication and sharing of work / /skills (website /Tapestry/Seesaw/Facebook etc.) • Staff gaps in knowledge are met • Children are identified for in class or further specialist support early • Increased knowledge of all staff within and across subjects	Sharing across the MAT through subject leader meetings To identify subject knowledge training needs, especially for new staff / NQT's and the introduction of new methodologies through performance management To develop the expectation of presentation of work across all subjects comparable to core subject criteria To provide training and carry out 'deep dives' within and across all subjects		
Total budgeted cost:					£5,680
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?
Implement NELI across Reception	Rapid identification of need with intensive structured targeted group and individual daily support provided.	EEF researched initiative The programme has an initial focus on expressive and receptive vocabulary, listening and narrative skills through discussion of key thematic images and the retelling, creating and summarising of stories. During the latter half of the programme, phonological awareness and letter-sound knowledge activities are also introduced as a foundation for early literacy skill	Two members of staff to be trained 1 x HLTA plus 1 x TA The Reception Nuffield Early Language Intervention Programme (NELI) is a 20-week targeted programme designed to improve the oral language skills of children aged 4-5 in need of support in this area. The programme can be delivered by a trained teaching assistant	Petra Verkooijen (SENCo)	Mid-June 2020 Following targeted and date specific assessments, returns required by the DfE regarding success

			(TA), or early years educator, through small group and one-to-one sessions		
Total budgeted cost:					£25,000

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?
Access to technology In response to Education Act passed 22/10/2020	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Additional information about supporting effective remote learning, including using technology, has been published in the EEF's 'Best evidence on supporting students to learn remotely'.	As all pupils return to schools, technology must also be valuable; for example, by facilitating access to online tuition or support. We will need to be able to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	SLT / Computing Lead / All Teachers	Ongoing review
Supporting parents and carers	Parents have played a key role in supporting children to learn at	• Providing additional books and educational resources to families	We have provided extensive pastoral support to pupils and families throughout the pandemic.	SLT / Inclusion Team / All Staff	Ongoing review

	home and it will be essential that we work with families to continue to work together as pupils return to school.	- Through the continuing pandemic, with support and guidance, will also - be helpful—for example, offering advice about effective strategies for reading with children. - Additional information about supporting and communicating with - parents has been published by the EEF in its guide for schools on - Communicating effectively with families.	Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence pose a particular risk for disadvantaged pupils.		
Total budgeted cost:				£5,000	

ADDITIONAL INFORMATION

Evidence
The EEF's Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people. The EEF also produces Guidance Reports, offering clear and actionable recommendations on high-priority topics, including literacy, mathematics, special educational needs and disabilities, social and emotional learning, behaviour and parental engagement.

Putting evidence into action
Many of the approaches suggested in this Covid-19 guide can involve adopting new approaches under challenging circumstances. As such, careful attention to implementing change is likely to increase the impact of any approach. We recommend this guide be read in conjunction with the EEF guidance report,

Putting Evidence to Work: A School's Guide to Implementation
The challenge of implementation often means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

The circumstances created by the Covid-19 pandemic are unique. However, in common with the Pupil Premium Funding, the way we utilize the funding will determine what difference it makes. An evidence-informed approach gives us the best chance of maximising impact.

Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. We will need to make difficult decisions about what to prioritise in the coming months, recognizing the tremendous strain the pandemic has already placed on teachers and children.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. It is likely that some forms of support will be particularly beneficial to disadvantaged children. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is likely to be beneficial for us to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.