COVID-19 Catch-up Premium Report

East Worlington Primary School

COVID-19 catch-up premium spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	41	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£		

STRATEGY STATEMENT
Lapford Community Primary School have examined a variety of information sources in order to formulate a plan for spending Covid-19 catch-up premium in ways that we feel will have the biggest impact on closing the gaps seen as a result of the pandemic. We have: looked through the DfE guide for schools, taken advice from the EEF document, examined our Spring term data outcomes captured prior to closure and taken an Autumn term baseline using NTSA standardised testing as well as a variety of other teacher-led assessment tools in September 2020. These factors combined have formed the rationale for our spending decision, which aims to: o   To reduce the attainment gap between your disadvantaged pupils and their peers o   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	Low levels of Literacy
B	Low Levels of Maths
C	Low levels of speech, language and communication in Early Years

ADDITIONAL BARRIERS	
External barriers:	
D	Poor access to home learning, internet, suitable devices and reading at home
E	Low attendance due to isolation or other
F	Emotional wellbeing

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?
Supporting great teaching	• All pupils to receive quality teaching • Teachers supported to deliver the best possible education to pupils, including disadvantaged pupils.	• DfE's catch-up premium guidance for schools • EEF's COVID-19 support guide for schools • Analysis of Spring term data 2020 (outcomes captured prior to closure) • Taken Autumn term baseline using NTSA standardised testing and Spring data after Easter. • Carried out teacher-led assessment September 2020 and March 2021 • Year followed with reduced capacity due to Covid 19. • Autumn 1 assessment data to be used to baseline and benchmark pupils.	• All staff engaged with CPD to engage pupils with mastery maths. • Decision Spelling used in class to narrow gaps in spelling in KS2. • Bug Club used with fidelity to deliver phonics teaching and catch up in KS1 and for year 3 children in need of catch up • Class Charts used to support homework, rewards and biographies. • Data analysis grids developed on SIMS to enable tracking of at risk groups and whole cohorts.	S Pinn and C Pugsley	March 2021

Transition Support	• All children to transition back to full time education and access enriching curriculum. • All children to adhere to Risk Assessment measures.	• A large proportion of pupils have been 'home educated' for considerable time. • A large percentage of pupils have been disadvantaged due to ability to access home learning as a result of poor internet connection/ lack of suitable devices. • Some pupils are transitioning to school for first time, new setting or new classroom after extended time away from school.	• Staff maintain contact with vulnerable pupils during transitions into next class/ key stage. • Strong and regular communication with Year 6 Academy teachers and Year 7 CCC teachers. • Communicate risk assessment to all families and familiarize parents with procedures via email/ images. • Investment in MYED application in order to improve communication. • All 'bubbles' issued with soap dispensers and adequate resources to ensure safe classroom. • Reception families provided with full transition packs and opportunity for additional transition support.	S Pinn All Staff	March 2021
				Total budgeted cost:	£500

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?
Intervention Programmes	• Narrow gaps with EYFS meeting GLD by the end of the academic year. • 75% Year 2- passing Year 1 phonics screening – Autumn 2020	• Speech and language and phonics assessment on return of pupil identifying pupils who are disadvantaged due to falling behind furthest. • Long term negative impact of Covid 19 on future academic achievement of pupils. • Most gaps were evident in these year groups. • Year R and Year 1 – majority returned to school during lockdown and after part opening. • Outcome of Early Reading and Phonics audit done by Illsham Hub	• Phonics and communication and language intervention programme planned and delivered in EYFS. • Intervention in place to address gaps in phonic knowledge (EYFS/ YEAR 1/ Year2) with disadvantaged pupils. • Qualified teacher to deliver planned phonics intervention • Audit by Illsham Hub to audit Early Reading and Phonics • Training on Bug Club, Phonics and Reading for all staff	C Pugsley and S Pinn All Staff	March 2021

One to one and small group intervention/ tuition.	• 70% to meet ARE in reading and maths in year 3 4 and 5. • Accelerated progress in identified pupils who have fallen behind significantly.	• Long term negative impact of Covid 19 on future academic achievement of pupils. • Gaps in understanding noted in baseline assessments –more evident in KS2. • The majority of Year R and Year 1 returned to school in Summer Term and made some catch up progress. • Limited evidence of home learning from disadvantaged pupils in Key stage 2. • Use of reasoning and problem solving in math's and SPAG impacted by Lower attaining pupils and pupils with SEND not retaining learnt knowledge such as number facts, spelling rules etc	• Qualified teacher with Key Stage 2 knowledge to plan and deliver intervention. • Prior and post intervention assessment used to monitor progress. • Effective intervention planned, following NTS Baseline assessments used to provide well targeted support by qualified teacher in reading and number. • Pupils' progress monitored rigorously through regular three- way communication between class teacher/ intervention teacher and pupils. • Power of 2, Toe by Toe, Comprehension, Speech and Language, FFT reading, AR, Phonics catch up, daily readers all shown on EEF as having high impact. • 1:1 and small group session funded specifically by Covid Catch up fund and taught by a qualified teacher	S Pinn C Pugsley	March 2021
			Total budgeted cost:		£2220

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?
Supporting parents and carers	Good level of attendance for pupils in order to maximise opportunities to improve progress and attainment target 98%	• Parents play key role in supporting pupils to learn at home. Essential home-school links remain strong. • Pastoral support to pupils and families throughout pandemic-new focus in Sept 2020 to monitor attendance and engagement with learning. Increase risk of reduced attendance following the lockdown.	• Strong home –school relationships on return to full opening. • Supportive communication with parents through MYED application. • Provision of additional reading books. • Regular phone calls home. • Class Charts used to support children learning at home due to Lockdown, isolating or quarantine completed work uploaded and marked where appropriate.	EWO S Pinn All Staff	March 2021

Access to technology	No child disadvantaged as a result of poor internet/ access to online platforms or unsuitable devices.	• Percentage of pupils accessing platforms through unsuitable devises or in area with poor internet connection. • Percentage of families disadvantaged as a result of unsuitable home learning devices.	• Access to wider range of online platforms (Mathletics/ Purple Mash/ Accelerated Reader/ Nessy/ Times Tables Rockstars/ Class Charts, Tapestry) with families to support homework and half term learning. • Questionnaire sent to parents to review internet/ device access.	S Pinn L Mackie T Pullen IT Technicians	March 2021
Online platform widened and all pupils trained on how to access email/ platforms in case of need to self-isolate or in the event of another lockdown.	Best possible remote education offer for all pupils.	• Poor engagement from some families during March lockdown due to inability to access platforms. • Risk of further lockdown or isolation.	• Admin and IT department to ensure all Catmail email in situ. • Children taught how to access, send and receive email. • TEAMS training for staff. • Teams training for pupils. • Communication about access to TEAMS given to parents.	Admin IT Technicians S Pinn	March 2021
				Total budgeted cost:	£0

Additional Information

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

NTSAssessment / Accelerated Reader/ Previous SATs/ Phonics assessments used to baseline and inform catch up need.

Evidence from the EEF families of schools database

Results of staff and pupil consultation

Analysis of attendance records

- Following survey from October- Key worker status established for parents eligibility. 50% eligible for Key Worker status or Vulnerable. (But many continued with home learning during second lockdown due to quality of learning provision.)