

All Saints CEVA Primary School and Nursery Unit

COVID-19 Catch-up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	210	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,800		

STRATEDGY STATEMENT

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In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning All Saints CEVA Primary School will be in receipt of £16,800 (210 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At All Saints CEVA Primary School, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”.
- Pay the top up fee to access the subsidised national tutoring programme for pupils who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” with their development of language.
- Fund class teacher small group tuition sessions after school for children who have been identified as needing “catch up” with their reading, writing or maths.
- Purchase resources to support children who are finding it challenging to return to school due to social and emotional needs which have arisen as a result of COVID19 and an extended period of absence from school

The broad aims of the catch-up premium strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To accelerate progress of all pupils to return to the trajectory to achieve pre lockdown expectations or above.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Barriers to learning

Internal assessment and reporting software show that the progress pupils were making in reading, writing and maths halted, slowed or regressed depending on the work they were able to access at home and home support they received.

The vast majority of parents when consulted agreed that they received good communication about home learning amongst other things during lockdown and children and parents were regularly in direct communication with members of staff, however some families did not engage with this or did not have the appropriate technology to support home learning.

A very small number of pupils have had significant absence which is Covid related and unavoidable however has meant that they have had a significant time away from school.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning (RWM) due to lockdown across the school.
B	Gaps in key mathematical skills making subsequent learning challenging. This is due to some children missing vital learning or finding learning challenging without direct teaching and support in school.
C	Gaps in language and communication across the school but particularly for the youngest pupils and disadvantaged pupils.

ADDITIONAL BARRIERS

External barriers:

D	Lack of engagement and support from parents if pupils have to learn from home.
E	Lack of electronic devices for remote learning.
F	Poor attendance for a small minority of pupils.

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?
Whole staff training for Talk for Writing	To raise standards in writing, with a particular focus on KS1 and lower KS2.	Progress and attainment in writing for some children (particularly children in KS1, those who have English as an additional language or those with additional needs) has halted or regressed due to the extended period of the school closure. It has been identified that common areas that children are struggling with include how to structure their work, the use of imagination (particularly being able to think of ideas to write about), creating writing that flows and the amount of writing that children are capable of producing. Talk for Writing has been selected to run alongside this in order to raise standards and boost progress through the process it encourages of helping children to internalise the language structures needed to write.	Book scrutinies, internal moderation, learning walks carried out by the English coordinator and/or Inclusion Lead.	English Coordinator Inclusion lead	End of the summer term when the training has been embedded and implemented within the classroom.

Daily 'Fluent in 5', 'Maths Eyes' and 'True or False' questions to be used at the start of each lesson.	To reinforce basic mathematical skills, to promote investigative thinking and to develop problem solving skills.	The maths coordinator has attended training through the White Rose Maths Hub and has identified strategies to raise attainment in maths using daily whole class strategies with a focus on basic skills and promoting investigative thinking.	Planning scrutinies and learning walks carried out by the maths coordinator and/or Inclusion Lead.	Maths coordinator. Inclusion Lead	
Total budgeted cost:					£3500
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 intervention in reception	Accelerated progress in language and communication.	This is a government-backed intervention, training and resources are funded. The aim is to provide evidence based targeted early language support to address the impact of time out of formal early years education due to the pandemic, on early language development.	A teacher assistant is being employed for 6.25 hours a week to be trained and to implement the intervention. Children are selected from the screening process. All relevant staff have carried out the training.	Inclusion Lead	At the end of the intervention (20 weeks)

Phonics interventions	To accelerate progress of targeted pupils who are not on track to reach the phonic screen threshold by the end of the Autumn term. Pupils score 32+ on the phonics screen	As a result of the school closure for the majority of pupils, some children have regressed with their knowledge and application of phonics. Significant support is needed now to narrow the gap between these identified children and their peers. Phonics interventions will use the strategies from Sounds Write, which all staff are trained in and is a programme which has been consistently used across EYFS and KS1 with positive outcomes.	A highly qualified teaching assistant who has previously led small group interventions for phonics will run these interventions daily for identified children in Year 2.	Year 2 class teacher and Inclusion Lead	At the end of the Autumn Term
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<p>Address social and emotional aspects of learning. Build confidence and self esteem.</p> <p>Continuation of regular attendance meetings to track and monitor individual's attendance in order to implement support swiftly if a child's attendance dips below 96%.</p> <p>Support for children whose attendance levels are below 96% and support for their parents.</p> <p>Regular communication and work set for children who have not been able to return to school with their peers. To provide these families with the necessary technology to support home learning.</p>	<p>Pupils to feel secure and ready to learn. Any anxieties or worries regarding COVID or returning to school are addressed and children feel supported.</p> <p>Overall increase in attendance, fewer children having persistence absences and support for those families where children must continue to shield or isolate.</p>	<p>Discussions with parents indicate that some children have displayed anxieties around returning, including separation anxiety and concerns over finding work challenging.</p> <p>Some children have had intensive 1:1 adult support provided by parents throughout the school closure and are finding it challenging to show independence and resilience back at school if they find an aspect of learning challenging.</p> <p>Some children's attendance is below expectations and they are therefore at risk of falling further behind due to more missed learning.</p> <p>A small number of pupils have needed to continue to shield or isolate at home.</p>	<p>Training on wellbeing and resilience for all stakeholders,</p> <p>Purchasing and following evidence based resources to help to promote SEMH and reliance- ZUMOS and Jigsaw's Resilience and Engagement toolkit. Training for staff will be implemented to ensure confidence using these resources.</p> <p>Attendance meetings have been scheduled, there is a clear tracking process and actions to take.</p>	<p>Inclusion Lead</p> <p>Pastoral support</p> <p>Head teacher</p> <p>Attendance Lead</p>	<p>Ongoing</p>
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Partial funding of small group or 1:1 tuition using Third Space Learning for maths and Pearson Tutoring for English.	To accelerate progress of targeted pupils who are currently not making expected or accelerated progress due to gaps in learning as a result of COVID19.	This is a government backed initiative, we will be using two companies which are part of the National Tutoring Programme in order to close the gaps in learning for children who are identified as needing 'catch up' in their learning.	Pre and post assessments to be completed. Programmes selected based on the individual needs of pupils. Regular monitoring of individual's progress through pupil progress meetings.	Inclusion lead	At the end of each main term.
Small group after school tuition sessions run weekly by teaching staff. This is for identified pupils in years 2-6 in the areas of reading, writing and maths.	To accelerate progress of targeted pupils who are currently not making expected or accelerated progress due to gaps in learning as a result of COVID19.	Teaching staff are highly trained and experienced. Teachers know the children well and are able to act upon gaps in learning and misconceptions.	Regular monitoring of individual's progress through pupil progress meetings. Regular discussions between class teachers, teachers leading each small tuition group and the inclusion lead.	Teaching staff Inclusion lead	At the end of the Spring and Summer term.
Total budgeted cost:					£13,300
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?
Additional whole class exercise sessions organised and implemented by PE Lead.	Increased physical fitness and health Positive well-being	Public health data shows decrease in physical and mental health over this Covid period. These sessions focusing on fitness and easy to implement and at no cost.	Ensure the set timetable is adhered to. PE lead to run additional sessions alongside class teachers.	PE Lead	Ongoing
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:

- Pupil's attainment and progress is tracked via termly Pupil Progress meetings. PUMA, PIRA and GAPS assessments are used for internal assessment and the software used for analysing the areas of strength and areas of weakness for individuals as well as for the whole cohort.
- Parent and pupil questionnaires have been created in order to find out views relating to lockdown, support throughout school closures, the return to school and SEMH.
- A robust method is in place for tracking, monitoring and analysing attendance. Attendance meetings are set at regular periods throughout the school year and are attended by the head teacher, attendance lead, inclusion lead and pastoral lead.