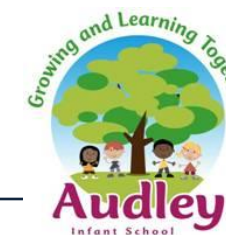


COVID catch-up premium report - April 21



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	257	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,560	Total catch- up premium spent 2020 2021	£ 10,582.40

STRATEGY STATEMENT

- **Catch-up priorities**
- **Early Reading** – phonics and Guided Reading Whole School
- **Writing**- securing grammar/ age related standards- Whole School
- **Mathematics**- catch up basics and secure age related standards- Whole School
- **Identify and Support Emotional Wellbeing issues** of pupils due to impact of Covid and lockdown. Implement support package- Whole School
- **SEND pupils**- narrow gaps in learning due to Covid absence- re initiate contact with external agencies and processes

- **Core Approach to catch up and how we will implement this**
- Robust formative assessment/moderation/pupil progress discussions with SLT
- Frequent review of pupil progress for all pupils by Year groups and SLT. Adjustment of learning programmes and interventions based on assessment outcomes
- Comprehensive whole school approach to secure gaps in phonic knowledge. Source additional programme/materials to enhance our current strategy
- Targeted catch up learning in mathematics/reading and writing will be informed through robust assessment and moderation by teachers/SLT and intervention staff. Groups and intervention will be fluid and tailored to emerging needs. Frequent catch up sessions for target pupils and emerging pupils

- **The overall aims of catch-up premium strategy:**
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers where a gap is evident
- To support pupils emotional wellbeing on return to school in response to trauma suffered during Covid Lockdown

Barriers to learning

Historic issues

- Lack of consistency with engagement with home learning for all pupils due to EAL for families/Parents working from home
- Lack of technology available to support home learning. Laptop initiative did not extend to Infant age pupils
- 7% of pupils VL/KW attending school. 93% of pupils remote learning- variable engagement with blended learning

Ongoing issues

- Ongoing impact of Covid/ Extended leave on pupil attendance
- Continued staff absence due to Covid impacting on delivery of targeted intervention for pupils
- Emotional wellbeing impacting on pupil's capacity to learn
- Continued sustained absence of pupils on extended leave

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Approx. 45% of pupils are now working below ARE within the EYFS curriculum (Mid Spring Term Assessment 21)
B	Approx. 65% of pupils are now working below ARE in Core Subjects (Mid Spring Term Assessment 21)
C	Approx. 50% of pupils have not secured key phonic phases to ensure continued phonic progression (Mid Spring Term Assessment 21)

ADDITIONAL BARRIERS

External barriers:

D	Secure continued engagement of parents with home learning to embed and boost learning in school
E	Improving attendance for all pupils and staff to facilitate the impact of intervention and targeted teaching
F	To improve emotional wellbeing of pupils and stamina for learning

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?
<p>Target essential learning in core subjects.</p> <p>Reduce the foundation subjects to core learning/skills and knowledge</p> <p>Amend the timetable to support acute focus on basic skills</p>	<p>Targeted focus on rapid development of core skills enables pupils to develop essential learning for transition to next year group</p> <p>Recovery plans are regularly reviewed and updated by each year group. YG Lead will discuss plans with HT monthly</p> <p>Timetables will be adapted and amended after each teaching sequence and assessment period.</p>	<p>Mid Spring Assessment of all pupil's evidences that approx. 50% of pupils are working below Age Related Expectations in English and Mathematics</p> <p>Analysis of engagement with remote and home learning suggests that majority of pupils did not engage in regular activity that ensured they remained on track with learning. 92% of pupils needed catch up learning on return to school in March 21</p> <p>More time needs to be dedicated to Core subject catch up alongside targeted intervention for pupils</p> <p>Foundation subjects will be blocked and taught in a condensed version</p>	<p>Consistent monitoring of progress of recovery plans</p> <p>Review of formative assessment in OTrack</p> <p>Regular Pupil Progress meetings</p>	<p>HN SLT</p>	<p>Review will be weekly-updates shared at SLT and targeted year group meetings with HT at least fortnightly to ensure progress is on track</p>
			Total budgeted cost:	No Cost	
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?

<p>To secure at least expected attainment for target pupils in reading in KS1</p>	<p>Pupils who are not SEND attain expected standard in summer 21 They secure key learning in reading that will enable them to transition with essential skills for following year group Target pupils for FFT Lightning Squad reading programme</p>	<p>Reading assessment Year 1 Mid Spring Term- 49% of pupils are working below Age Related Expectations Reading Assessment Year 2 Mid Spring Term- 63% of pupils are working below Age Related Expectations EEF evidences that Collaborative working has proven track record for securing success in attainment, potentially +5 months' impact</p>	<p>HT/AHT engage in training for the FFT programme to ensure that it is an appropriate intervention programme AHT will coordinate 40 pupils to engage with programme – based on mid spring assessment outcomes for reading AHT will liaise with tutor to ensure pupils are targeted and remain on track</p>	<p>AHT/S Khan</p>	<p>Review will be frequent/agreed with AHT and LS Tutor AHT will update HT after review of progress with LS Tutor</p>
<p>To secure early reading skills for pupils working below ARE in Reception</p>	<p>To increase the opportunity for targeted reading in Reception class To source a TLA 2 to deliver targeted paired reading sessions- based on FFT collaborative learning mode Consider additional small group support for phonics early in summer term, to be agreed with AHT/EYFS lead</p>	<p>35% of pupils are working below ARE spring mid-term assessment <i>(This will be higher as a proportion of pupils working at ARE will have just entered this stage and are not secure. Formative assessment will identify these pupils)</i> Increased opportunities for paired reading is needed currently. Targeted reading sessions will be planned by CT and delivered by TLA 2 53% of pupils are not secure with Phase 2 phonics March 21</p>	<p>EYFS Lead will liaise with EYFS team/SLT to establish need</p>	<p>AD/SLT</p>	<p>Review will be weekly- updates shared at SLT and targeted year group meetings with HT at least fortnightly to ensure progress is on track</p>

<p>To secure phonic knowledge in Year 1</p>	<p>To target pupils to ensure they secure Phase 5 phonics by summer 21</p> <p>TLA 2 will deliver focused phonic sessions to small groups of pupils to secure phonic knowledge Phase 5</p>	<p>49% of pupils are working below Phase 4 as of March 21. Targeted small group intervention will be implemented to secure attainment at Phase 5. LCC catch up programme will be delivered by a TLA 2, 10 hours a week</p>	<p>AHT will monitor the phonic delivery</p> <p>She will ensure that planning is targeted and teaching moves at pace</p> <p>She will monitor pupil outcomes and ensure appropriate pupils are targeted and benefit from the intervention</p>	<p>AHT</p>	
<p>To secure attainment in writing for target pupils</p>	<p>To target groups of pupils in KS1 to engage in key interventions to enable them to secure at least expected in summer 21</p> <p>In Year 2, Consider ELS for a target group of pupils who need to secure basic writing skills and are not SEND</p>	<p>In Year 1, 46% of pupils are working below ARE as of March 21.</p> <p>In Year 2, 49% of pupils are working below ARE as of March 21</p> <p>Small group targeted intervention is in place to ensure that pupils attain ARE in summer 21</p> <p>Y1- ELS/A-Z read 2 write Y2- RS Cracking Writing 1 and 2 Y1/Y2 HLTA more-able writing focus groups</p> <p>ELS is a sound early literacy programme that will secure basic grammar and writing composition in a robust way. These pupils did not receive this intervention comprehensively in Year 1 due to Covid 19. They will benefit from a tailored version of the programme. They do not yet have the skills to access the Year 2 intervention programmes</p>	<p>AHT/HT will monitor the progress of target pupils and ensure that the groups move at pace</p> <p>AHT will ensure that appropriate pupils are targeted for each programme- groups will be fluid and change as necessary</p>	<p>AHT/HT</p>	<p>Review will be weekly- updates shared at SLT and targeted year group meetings with HT at least fortnightly to ensure progress is on track</p>

<p>To secure attainment in mathematics for target pupils</p>	<p>To target groups of pupils in KS1 to engage in key interventions to enable them to secure at least expected in summer 21</p> <p>SLT to investigate the wider and more defined use of White Rose maths to support the teaching of maths across school and enhance learning outcomes for pupils</p>	<p>In Year 1 46% of pupils are working below ARE in March 21 for mathematics</p> <p>In Year 2 58% of pupils are working below ARE in March 21 for mathematics</p> <p>1st Class a number is an intervention programme that is successful in securing basic number knowledge for pupils. All TLA 3 staff members are trained to deliver the programme in KS1</p> <p>Target groups of pupils will engage in the programme to ensure that they attain ARE in summer 21</p> <p>We currently use elements of the White Rose maths programme to support our planning and teaching of mathematics. SLT will explore the materials and establish whether a whole school approach to the use of White Rose maths will be beneficial to improve the teaching and learning outcomes for pupils. It will not become our sole resource but will complement our current teaching scheme and resources</p>	<p>AD/SLT will ensure that target groups are appropriate and the teaching moves at pace</p> <p>Pupil progress will be regularly reviewed by AD and SLT</p> <p>AD/SLT will review the resources currently available from White Rose Maths</p> <p>We will discuss how they can enhance teaching and learning in each year group</p> <p>We will decide the best approach for its implementation to enhance our current scheme</p>		
<p>Total budgeted cost:</p>			<ul style="list-style-type: none"> • FFT LS- £2,200 subsidised • TLA 2 10 hrs x 17 weeks. Phonics- £2,559 Total • TLA 2 10hrs x 11 weeks Phonics Reception– 11 weeks- £1,656 • TLA 2- ELS Y2 • LCC Phonics programme - £40 • White Rose Resources- TLA 2 10hrs x 5 weeks £903 		

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?
Engage parents in support for home reading with greater frequency	<p>Purchase Reading Eggs Programme</p> <p>Provide accessible support materials for parents to support home learning</p> <p>Regular contact with parents to support with use of Reading Eggs/E learning materials</p>	<p>Response from parents is positive for ease of use of the programme to support home reading</p> <p>There is a wealth of materials within the programme that is clearly differentiated, progressive and accessible for all levels of attainment</p> <p>Reception have assessed all pupils within reading eggs and ensured that families are on track with learning. It is easy to monitor by teaching staff</p>	<p>All teachers will monitor progress and share this within year groups to ensure consistency of approach</p> <p>AHT will monitor impact and use and share findings with HT</p>	S Khan AHT	<p>Regular review will take place led by AHT</p> <p>Progress will be shared with SLT at least ½ termly</p>
Develop parental engagement and communication using targeted software	Discuss implementing Evidence Me across school to enhance parental engagement with pupil learning	Remote learning demonstrated that although parents did not have access to laptops and other hardware, the majority of families have a mobile phone that they use regularly for communication. This includes our hard to engage families. This appears to be the most reliable and preferred means of engagement from reluctant parents. It is reasonable to pursue this as a way to continue to engage our reluctant families	Year group leads will monitor correspondence and report to SLT issues arising	SLT	Will be discussed regularly at SLT meetings. At least monthly

<p>Improve attendance for pupils with persistent absence</p>	<p>Continue to utilise secure procedures already in place to track and target pupils with PA</p>	<p>Covid has had a significant impact on attendance due to Lockdown and periods of isolation</p> <p>Although much reduced, families continue to go on extended leave to Pakistan and India in particular. They need to isolate for 10 additional days on return</p> <p>No pupils are PA due to a reluctance to return due to Covid. All vulnerable pupils have returned to school</p> <p>Pupil wellbeing Coordinator will work with families with PA</p> <p>Following our procedure and policy for improving attendance</p> <p>She will work closely with families to encourage good attendance</p> <p>She will request external support from EWO of Social Services when families do not engage and attendance does not improve</p>	<p>HT/PWC meet weekly to discuss attendance and PA families</p>	<p>PWC/HT</p>	<p>Weekly meetings</p>
<p>Support the emotional wellbeing of all pupils</p>	<p>TLA 3 to attend ELSA training summer 1</p> <p>Staff to engage in Bereavement training- Winston's Wish</p> <p>PWC to liaise with the SIG mental health support team and refer pupils who are exhibiting mental health concerns</p>	<p>There has been significant impact from Covid on our local community. It has been significantly impacted by Covid 19 with many deaths in the community</p> <p>Pupils have spent a significant amount of time in the home, often with little stimulation of engagement from busy parents. They have been isolated and had little or no opportunity for contact with their peers.</p> <p>Staff are keen to be able to support pupils, particularly with bereavement.</p> <p>PWC will work with the MH service available to SIG groups. We can refer pupils who are exhibiting low level issues that would benefit from CBT programmes. She will engage with teachers and parents who express concerns about children and their mental well being</p>	<p>HN will liaise with TLA 3 to ensure good impact from training</p> <p>NEU have recently provided training to their members for bereavement from Winston's Wish. A file of resources from WW is available on the shared drive for teachers to access</p> <p>RW/HN will discuss individual pupils and their suitability for low level support. We will seek additional support for pupils who may present with significant MH issues from the appropriate external services available to us</p>	<p>HN</p> <p>RW</p>	<p>Regularly throughout the training period/summer 1</p> <p>Impact / concerns discussed at weekly meeting with RW/HN</p>

Total budgeted cost:	Reading Eggs 2-year license-£2624.40 Evidence Me- whole school subscription £600
Total Spend	£ 10582.40

Review of Action Plan Summer Term 2021

Summer Term 2021

Quality of teaching for all

- Year group recovery action plans implemented and shared with all staff, SLT and FGB. Reviewed at least termly for progress. They demonstrated the key focus areas based on pupil interaction and outcomes. It informed the direction for targeted support. Curriculum areas were reduced to essential and enhancement wherever possible. Foundation subjects still took place.
- Termly data dictated where focus would be. The focus remained mostly on core subject areas and basic skill acquisition. Phonics and reading being a key focus.

Targeted support-

- **To secure at least expected attainment for target pupils in reading in KS1**

HT/AHT undertook FFT LS training. Ian Bell secured as tutor.

Peer reading groups were constructed based on data and initial assessment. Covid has affected some of the pairings due to Covid illness or isolation reoccurring for targeted pupils. Pairings were readjusted in light of this. The programme will run until week ending 9th July. HT/ AHT monitor impact and pace of programme. We will receive data of outcomes that we can review. Findings will be shared with FGB Autumn term.

Initial data shows: Year 1/ 75% of pupils have attained exs+ in reading. In year 2 /65% attained exs+ with 10% achieving GD. This demonstrates that catch up has been successful. In 2019 last recorded Gov data, 72% of pupil's attained exs+ in reading.

- **To secure early reading skills for pupils working below ARE in Reception**

Targeted reading support and increased reading opportunities implemented

Targeted phonics support in place summer 1. Withdrawn summer 2 due to surge in Covid variant. EYFS lead evidenced that support had good impact on target pupils. The staff member was skilful and moved learning at pace. 55% of pupils attained expected+ with 12% attaining exceeding.

- **To secure phonic knowledge in year 1.**

Phonics was supported by additional TLA 3 in the afternoon's sessions for targeted pupils. Groupings and focus was monitored by AHT and grouping adjustments made as necessary after assessments.

School based phonic assessment took place wk. beg 21st June. 74% of pupils were assessed as working at. This would have been higher but due to Covid absence of 6 pupils they could not be tested. We know that if in school they would pass.

AHT monitors phonic phase data at least termly for all year groups. Target pupils are identified throughout the year for phonic intervention work. This is proving successful.

- **To secure attainment in writing for target pupils**

Target pupils based on entry to year group data engaged in small group intervention for writing. Year 1 ELS and class based small group work. Y2 Cracking Writing and small group work. Autumn 1 46% working below ARE. Summer end 24.29% working below ARE.

Year 2- In Year 2, 49% of pupils are working below ARE. Summer end 28.5% working below ARE.

All pupils were tracked and the majority of pupils who engaged in writing attained at least a low expected. These pupils will remain target pupils in the next academic year to build on this year's learning.

ELS did not take place in Year 2 due to the Covid variant in the summer term. All intervention moved to class based.

- **To secure attainment in mathematics for target pupils**

Target pupils in KS1 engaged in the 1st class @ no 1+2 programme.

In Year 1 46% of pupils are working below ARE in March 21 for mathematics. Summer 21 21% of pupils are WT

In Year 2 58% of pupils are working below ARE in March 21 for mathematics. Summer 21 25% of pupils are WT.

The majority of target pupils attained at least a low expected. The pupils who did not attain exs will remain target pupils.

SLT evaluated the White Rose materials to support intervention work. Year groups used the materials to support teaching in class. EYFS will consider using the materials to support intervention work in Autumn 1 to be led by a TLA 3 and funded by the Catch Up funding.

Other Approaches

- **Engage parents in support for home reading with greater frequency**

AHT monitored the use of reading eggs in the home across school. Email correspondence with class teachers demonstrated that generally parents found it easy to use and effective. There was initial good engagement during lockdown but this has declined since pupils have returned to school. Teachers are keen to continue to develop the use of reading eggs as they become more familiar with different aspects of the programme. AHT will monitor the impact from Autumn 21. There will be a key discussion on its use for the next academic year.

Develop parental engagement and communication using targeted software

School will implement Evidence Me as a rolling programme across school in the autumn term 2021. Reception and nursery have used this communication platform effectively with parents throughout Covid. The current reception cohort parents know the programme so we will begin with the rollout to year 1 and new reception

and nursery intake. Year 2 will follow the year after. Cath Taylor will train KS1 staff on the effective use of Evidence Me with support from colleagues familiar with the programme.

Improve attendance for pupils with persistent absence

PA remains a continuing issue. We currently have 15 pupils who are PA. All with the exception of 1 pupil are due to Covid or extended leave. We still have 10 pupils who are abroad. We have not seen these pupils since the autumn term. We liaise with BwD attendance team to track and stay in touch with all families who are still abroad. Pupil Wellbeing Coordinator works in partnership with parents and Inclusion team. Pupils who are abroad will need significant catch up on return. We anticipate this and will plan appropriate intervention to support their return.

Support the emotional wellbeing of all pupils

An experienced TLA 3 has attended 10 training sessions and is now ELSA accredited. She will begin to work with pupils in the autumn term delivering the ELSA programme to target pupils. HN/SLT will organise a timetable and space for ELSA work to be delivered. She will liaise with PWC and Class teachers to ensure that appropriate pupils are targeted

3 Staff members attended Bereavement training delivered by Winston's Wish. They have the resources available to support pupils who may suffer from bereavement. They will be saved on the shared school drive so that all staff have access. We will ensure that we remain up to date with bereavement training in the future.

PWC liaises with our designated mental health support team lead Beth. She currently works with pupils deemed as low level delivering low level cognitive behavioural therapy (CBT) training. Beth is currently undertaking training that will enable her to work with more challenging pupils in the future. We currently have no children on Beth's list. A child referred did not attend due to refusal of parents to allow engagement.

Next steps: we will explore how we communicate this service to parents so that they understand its purpose and intended impact. The plan will be discussed and decided in the autumn term.

PWC will meet with staff to explain current mental health service options to teaching staff. HN will share the future plans for the programme across BwD in the coming years with staff.

The Government have allocated some catch up funding for the next academic year. The key priorities remaining from this current plan will be adopted into the follow on catch up plan for 2021 2022. Pupil attainment will inform key elements of the catch up programme. Its delivery will be adapted dependent on Covid restrictions remaining. The plan will be formulated by teaching staff/SLT, agreed by FGB and be made available on the school website ready for the new academic year.