

# COVID catch-up premium report 2020 - 2021



## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	322	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25,760		

USE OF FUNDS	EEF RECOMMENDATIONS
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

## STRATEGY STATEMENT

At St Michael at Bowes we want our children to flourish and to gain every opportunity to live fulfilled lives. 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 EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

### **Our school priorities for use of catch-up premium are:**

- Stamina in writing
- Comprehension in reading
- Development of spoken English for those children who, during lockdown, did not speak English or hear English spoken

### **The core approaches we are implementing are:**

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom (Teaching Walk-thrus and Rosenshine’s Principles of Effective Learning) to ensure that each child receives high quality first teaching
- Investment in IT and online dual language books for pupils and families to use to support remote learning and reading comprehension/language development at home
- 1-1 and small group tuition in the spring and summer term for those children who, despite quality first teaching, are still falling behind

### **The overall aims of our catch-up premium strategy are:**

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## STRATEGY STATEMENT

### Teaching:

Great teaching is the most important lever schools have to improve outcomes for their pupils.

### Targeted Academic Support:

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers 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 affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

### Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

## IDENTIFIED IMPACT OF LOCKDOWN

<b>Maths</b>	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 not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practicing 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.
<b>Reading</b>	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 and reduced stamina in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
<b>Non-core</b>	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.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	High percentage of EAL pupils. Limited vocabulary is a barrier to accessing high level text and writing
B	A small minority of pupils do not have access to online learning at all or produced work that was of very low quality. A small minority of pupils did not return immediately to school in September and therefore have even more catch-up to do.
C	Some pupils have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

D	Some pupils have limited space and facilities for home learning, including access to IT facilities.
E	Deprivation in term of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high texts. Some parents do not have high enough aspirations for their pupils.
F	Some pupils have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.

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?
Training for all teachers to improve pedagogy using Teaching Walk-Thrus training programme	Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up or close the attainment gap	Teachers are best placed to know children's weaknesses and put in place specific actions to support them  A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19	Lesson observation – recorded Book looks Discussions with pupils and staff Appraisal target	£1,000	AHTs for Teaching and Learning	Termly through appraisal process, monthly though book looks and through the PPM cycle
Training and support for teachers to provide high quality (and where possible, immediate) feedback to pupils on their work, including support to use metacognitive strategies to organise independent learning	All pupils understand how to improve their work and are able to organise their learning effectively, whether at school or at home More pupils accessing remote learning when needed and completing work to a high standard	Metacognitive strategies are proven to increase pupil progress significantly Teaching pupils to manage their own learning well will support them throughout their lives Well-timed and verbal, where possible, feedback is proven to increase pupil progress significantly	Book looks Discussions with pupil Data related to remote learning access and quality of work produced		DHT	

Small group/1-1 tuition in Spring 2 / Summer term for those children who, despite high quality class teaching, are still falling behind expectations	All children on target to achieve at least in line with their KS1 results	Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil progress. However, we believe it is important to allow children to have the opportunity to progress without this, before placing them in small groups where they will either have to suffer an extended school day or missing other areas of the curriculum	Internal data and assessment results Book looks  Additional teacher two days a week (x10 weeks) to deliver 1-1 or small group catch up programme  Teachers/TA to deliver interventions after school (£25 per hour)	£4,000  £2,000	HT/DHT	Pupil Progress meetings Data checkpoints
<b>Total budgeted cost:</b>						<b>£7,000</b>
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?
Funded additional TAs to release PE coach who delivers PE to release teachers to deliver targeted interventions/pupil conferencing	Gaps closed between Disadvantaged and not. Data will identify a gap of < %	Teachers are best placed to know children's weaknesses and put in place specific actions to support them	Monitoring staff use of time. Tracking children through internal tracking systems Book looks Discussions with pupils	£14,000	AHTs for teaching and Learning	During Pupil Progress meetings and book looks weekly
Purchase of specific intervention programs and resources to be used with children at risk of falling behind e.g. PIXL		Through workshops with PIXL and consultation with other schools who have successfully used the programme to deliver intervention. Evidence of impact was recorded.	Monitor the use of the programme. Tracking children through internal tracking systems Book looks Discussions with pupils	£2,000	Inclusion AHT and Teaching and Learning AHTs	Termly data checkpoints and at the end of each sessions timed interventions.
<b>Total budgeted cost:</b>						<b>£16,000</b>

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?
Purchase of devices and internet for families and for pupils to use in school	Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances	Whilst we do not know if there will be another lockdown for schools or how many classes will be required to self-isolate, devices can be used to enhance the learning within school and pupils can develop their confidence and skills using them. In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work	Monitoring data and engagement for those pupils who are allocated devices	£2,760	Inclusion AHT Computing lead	Termly
Total budgeted cost:						£2,760
Grand total:						£25,760
IMPACT REPORT						
IMPACT			NEXT STEPS			

## ADDITIONAL INFORMATION

### Academic barriers:

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Report