

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	457	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£36,560	Total expenditure	£39,000

STRATEGY STATEMENT
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Primary schools have been allocated £80 per pupil for children in Reception through to Y6 to mitigate these effects for the academic year 2020/21. DfE guidance states that schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>At Windhill21 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.</p> <p>“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)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none">• Stamina in writing• Comprehension in reading• Development of spoken English for those children who, during lockdown, did not speak English or hear English spoken <p>The core approaches we are implementing are:</p> <ul style="list-style-type: none">• 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)• Investment staff to deliver on-line support for pupils and families, particularly in Read, Write Inc for EYFS and KS1 at home• 1-1 and small group tuition in the spring through to the autumn 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

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 could focus on providing more regular and supportive communications with parent, especially to increase attendance and engagement with learning.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	In phonics, Reception, Y1 and Y2 children have missed teaching phases, leading to gaps in learning
B	Assessments have shown that some children have significant gaps in learning across the school.
C	Children have less stamina for writing at length due to being out of school for a significant period.

ADDITIONAL BARRIERS

External barriers:

D	Some pupils have limited access to reading materials during lockdown and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.
E	Lockdown may have affected the well-being of children.
F	Many children will not have been speaking English at home thus impacting on Speech and Language

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?	Cost	Staff lead	When will you review this?
Training for all teachers to improve pedagogy using Teaching Walk-Thru 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	£1000 for WalkThru programme	DHT	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 pupils Data related to remote learning access and quality of work produced		DHT	On-going Termly
					Total budgeted cost:	£1000
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?
Small group/1-1 tuition 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 individual predicted expectations	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 NQT teacher 5 -days a week to deliver catch up programme 1 teacher to deliver targeted support 2hrs a week for term and a half 2 x P/T TA to deliver interventions x 2 terms	£30,000 £2,000 £5,000	HT/DHT/AHT/SENCO	HT/DHT/AHT monitor Pupil Progress Pupil Progress meetings Data checkpoints

Focus on		Delivery of the 20-week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.	1 x TA to deliver NELI programme	£500	EYFS class teacher	NELI assessment tool
Total budgeted cost:						£37,500
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?	Cost	Staff lead	When will you review this?
Supporting pupils' social, emotional and behavioural needs	Children will feel safe in school. They will have the tools to help them self-regulate, and the safe spaces to use when they need time away from their classroom. Data analysis will indicate that pupils demonstrate positive behaviours.	SEMH is a key part of any teacher's work in school and the impact of COVID-19 has heightened this further. It is important that the understanding of strategies to support SEMH are understood by the teaching staff in order to support children effectively. Thrive staff and teaching staff will use a range of strategies to support identifying emotions, practice of calming tools, examining character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals.	Continue to use SEMH THRIVE Approach Programme and SCARF CPD to staff to ensure they have the skills to support children and can use the resources effectively		Pastoral Lead/AHT	Half-termly reviews.

Supporting parents and carers	<p>Parents and carers feel supported in terms of:</p> <ul style="list-style-type: none"> • Access to technology • Mental Health • Signposting to help • Support of home learning 	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional support and guidance to families will support them to help their children more effectively.</p>	<p>Parents / pupils have been using year-group emails to liaise with staff</p> <p>Pastoral Lead will continue to offer Early Help support providing advice and signposting to additional support agencies.</p> <p>Pastoral Lead will work with Attendance office to ensure good attendance remotely as well as in school.</p>		HT/PL ongoing reviews	<p>This will be shown through positive responses to parent questionnaires, indicating that they feel involved and confident.</p> <p>Assessment data will evidence continued progress that has not been hindered by not being physically in school.</p>
Access to technology	<p>Additional laptops acquired through DfE scheme</p> <p>Google-classroom used.</p> <p>Families will be offered learning packs if they have no other means of accessing via internet.</p>	<p>Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to school, technology will be invaluable to those pupils who are isolating due to COVID-19 contacts.</p>	<p>Data analysis will indicate there is evidence of continued progress for all pupils, whether or not they have had time out of school.</p> <p>Overtime for IT technician</p> <ul style="list-style-type: none"> • to set up laptops • ensure Google Classroom is working efficiently • CPD to staff members 	£500	SBL/HT	Ongoing reviews
Total budgeted cost:						£500
Total Spend						£39,000

ADDITIONAL INFORMATION

- 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