

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	206
Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£16,480

STRATEGY STATEMENT

- Include a brief overview of your catch-up premium strategy.

Our catch- up priorities are:

- To raise attainment and accelerate progress in phonics in Reception and Years 1 to 3
- To improve the attainment in KS1 phonics and early reading from their in year starting points (currently 79% at ARE phonics)
- To raise attainment and accelerate progress in reading in Key Stage 2, with a focus on improving fluency and developing pupils' comprehension
- To increase the reading attainment of identified KS1 and KS2 pupils (KS1 21% at ARE / KS2 29% at ARE)
- To raise attainment and accelerate progress in writing across the school, with a focus on correct use of grammar and developing vocabulary
- To fill phonic and spelling gaps for identified pupils (currently 79% at ARE phonics)
- To continue to develop pupils' mental recall and fluency with number
- To ensure that pupils are able to apply their arithmetic skills in solve problems in all areas of mathematics
- To fill gaps in learning for all pupils through thorough and rigorous assessment and intervention
- To improve the online provision for blended learning so that better access improves take up and prevents further gaps in learning
- To support and maintain the positive mental health of all children

The core approaches you are implementing and how these will contribute to helping pupils catch up on missed learning

Our main approaches are:

- High quality whole class teaching of phonics in Reception and Years 1 and 2 to address gaps in learning identified through diagnostic assessments
- Targeted phonics intervention in Year 3 to address gaps identified through diagnostic assessments
- High quality whole class teaching of reading in Key Stage 2, using high quality texts and direct instruction to improve fluency and comprehension
- Additional 1 to 1 reading support for identified pupils
- Use of Colourful Semantics and Talk for Writing approach in Years 1 to 3 to teach sentence construction and the language structures and vocabulary needed for writing
- A text-based approach to teaching writing in Years 4 and 5, using a high level of modeling and scaffolding, leading to short, directed pieces of writing
- Engagement in No More Marking comparative approach to assessing writing
- Frequent deliberate practice of arithmetic skills with a focus on number bonds and multiplication tables
- Use of 'flash backs' and reasoning questions in maths lessons, based on the White Rose schemes of work
- Same day targeted maths interventions to address misconceptions and gaps in learning
- To access the FFT tutor strategy to employ a teacher specifically to do reading interventions. This programme will target 40 children over 6 weeks supporting all areas of reading and allowing them to make up to 3 months progress in 6 weeks thus closing the gap.
- We will buy and maintain subscriptions for Doodle Maths and English and RWI programme. These programmes will become integrated into our school day so that when blended learning is activated, the children will understand how to access and use the programmes to their advantage. Doodle Maths and Reading programmes are reactive to the child's ability. This means that a child can access them independently of the adult and the programme will adjust. In addition, class teachers can set either whole class, individual or group activities to target specific gaps in learning.
- We will also need to buy additional IT hardware and accessories to support the use of these programmes in the academy
- The overall aims of your catch-up premium strategy are:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - 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 phonetical awareness and additional misconceptions in KS1 (currently 79% at ARE phonics)
B	Poor recall of number bonds and times tables which limits progress in maths (KS1 17% at ARE / KS2 8% at ARE)
C	Comprehension skills which are not in line with fluency levels in KS2 reading (KS1 21% at ARE / KS2 29% at ARE)

ADDITIONAL BARRIERS	
External barriers:	
D	Low attendance for a minority of pupils
E	Low adult literacy skills creating a limited home learning environment
F	Poor access to IT for low income families not in receipt of FSM

#TransformingLives

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?
Support QFT with the platforms which make the transition between school and home learning fluid so that home learning is easy for the children to access and purposeful in its provision	<p>Children continue to make progress at an expected rate whether at home or school</p> <p>Children close gaps in learning caused by first national lockdown</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT</p> <p>Monitor the progress of the children through the digital platforms and review how the platforms are used.</p>	KB	We will review this once all the measures are in place following the closure of a localized bubble. We will review the progress of all classes and compare those with closures and those without.

<p>Use a summative assessment tool -Rising Stars Mark and shine intervention - to identify gaps in learning and to put in bespoke intervention to support rapid catch up</p>	<p>Gaps in learning are quickly identified and teaching supports the learning needed to fill the gaps.</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Review of the assessment details once the testing is complete.</p> <p>Pupil progress meetings to support the use of the tool for identifying pupils.</p> <p>Monitoring of interventions impact through termly data checks</p>	<p>SLT Class teachers</p>	<p>Termly</p>
<p>Expand the website so that all learning is accessible to via one main platform. This will be used for all home learning and will support independence for learners to access the material.</p>	<p>Home learning is easily accessed Rates of engagement improve Progress continues during periods of blended learning</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Review engagement after a 'bubble' lockdown</p> <p>Resurvey to measure impact once changes have been implemented and used.</p>	<p>Class teachers</p>	<p>After bubble closures</p>

<p>Introduction of RWI to impact on standards in the early years and KS1 in particular for reading and writing</p>	<p>Children continue to make progress at an expected rate whether at home or school</p> <p>Children close gaps in learning caused by first national lockdown</p>	<p>https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT</p> <p>Monitor the progress of the children through the programme and assess the access to online platform.</p>	<p>CG Class teachers</p>	<p>Termly</p>
<p>High quality whole class teaching of phonics in Reception and Years 1 and 2 to address gaps in learning identified through diagnostic assessments</p>	<p>Predictions for the end of EYFS, Year 1 and Year 2 will be met</p> <p>All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a similar level to where they were prior to lock down in March.</p> <p>As a result, the Autumn Term will focus on the Phase that they would have secured during the Summer Term of the previous year:</p> <p>Reception: Phase 2</p> <p>Year 1: Phase 3 and 4</p> <p>Year 2: Phase 5</p> <p>Year 2 pupils will take the 2018 Phonics Screen at the end of the Autumn Term</p>	<p>Diagnostic assessments to identify gaps in learning</p> <p>High-quality whole class teaching with on-going assessment to inform planning and intervention</p>	<p>CG Class teachers</p>	<p>December 2020 and then half termly for Reception and Year 1</p>

<p>High quality whole class teaching of reading in Key Stage 2, using high quality texts and direct instruction to improve fluency and comprehension</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a similar level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need practice in decoding and developing fluency as well as comprehension skills, particularly retrieval and vocabulary / words in context. High quality texts are used to engage all pupils and provide an opportunity for direct instruction of comprehension skills. Vocabulary is taught explicitly and revisited throughout the teaching sequence.</p>	<p>Diagnostic assessments to identify gaps in learning High-quality whole class teaching with on-going assessment to inform planning and intervention QLA of NTS tests to inform next steps for whole class teaching and intervention</p>	<p>CG Class teachers</p>	<p>December 2020 and then termly</p>
<p>Use of Colourful Semantics and Talk for Writing approach in Years 1 to 3 to teach sentence construction and the language structures and vocabulary needed for writing</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a lower level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need practice in sentence construction as well as the language structures needed to write cohesively. Colourful Semantics has been used as an intervention in previous years and teachers and teaching assistants have been trained in this approach. The Year 1 and 2 teachers have received training in Talk for Writing and the Year 3 teacher has received coaching from the English Lead. This approach is proven to support children in developing the language structures that they need for writing. Vocabulary is taught explicitly and revisited throughout the teaching sequence.</p>	<p>Diagnostic assessments to identify gaps in learning High-quality whole class teaching with on-going assessment to inform planning and intervention Analysis of writing to identify next steps</p>	<p>CG Class teachers</p>	<p>December 2020 and then termly</p>

<p>A text-based approach to teaching writing in Years 4 and 5, using a high level of modeling and scaffolding, leading to short, directed pieces of writing</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a lower level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need practice in sentence construction as well as the language structures needed to write cohesively. They need a high level of scaffolding and modelling to develop their use of vocabulary and independence to write at length. A text base approach including shorter, focused pieces of writing ensures that pupils receive a high level of modelling and scaffolding leading to success. The teaching sequence will be extended in the Spring Term, building towards longer pieces of writing with more opportunities to write independently. Vocabulary is taught explicitly and revisited throughout the teaching sequence.</p>	<p>Diagnostic assessments to identify gaps in learning High-quality whole class teaching with modelling and scaffolding On-going assessment to inform planning and intervention Analysis of writing to identify next steps</p>	<p>CG Class teachers</p>	<p>December 2020 and then termly</p>
<p>Frequent deliberate practice of arithmetic skills with a focus on number bonds and multiplication tables</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a similar level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need planned deliberate practice of arithmetic skills, particularly number bonds and multiplication tables. NumBots and TT Rockstars have been proven to improve these areas of arithmetic and can be accessed easily for Home Learning. Weekly arithmetic tests are used to identify gaps in learning to inform planning and daily and weekly interventions.</p>	<p>Diagnostic assessments to identify gaps in learning On-going assessment to inform planning and intervention QLA of NTS tests to inform next steps for whole class teaching and intervention</p>	<p>DF Class teachers</p>	<p>December 2020 and then termly</p>

<p>Use of 'flash backs' and reasoning questions in maths lessons, based on the White Rose schemes of work</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a lower level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need planned opportunities to apply their arithmetic skills in solve problems in all areas of mathematics White Rose schemes of work provide 'Flashbacks' and reasoning questions.</p>	<p>Diagnostic assessments to identify gaps in learning On-going assessment to inform planning and intervention QLA of NTS tests to inform next steps for whole class teaching and intervention</p>	<p>DF Class teachers</p>	<p>December 2020 and then termly</p>
Total budgeted cost:					£7300.00

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?
Targeted reading intervention form the FFT I online with the national tutoring programme. 40 to benefit from small group and one to one tutoring for a 6 week block.	Children will have made 3 months progress in 6 weeks in line with their starting points. Allowing them to catch up with lost learning.	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Measure the impact of data from start and end points Review the process with the FFT tutor and monitor provision	KB	At the end of the 6 week block
Targeted phonics intervention in Year 3 to address gaps identified through diagnostic assessments	Predictions for the end of Year 2 will be met	This group of pupils returned to school in September at a similar level to where they were prior to lock down in March. As a result, the Autumn Term will focus on Phase 5 being taught by a skilled teaching assistant who has previously taught in Year 1. These pupils will take the 2018 Phonics Screen at the end of the Autumn Term	Diagnostic assessments to identify gaps in learning	CG Class teachers	December 2020

<p>Same day targeted maths interventions to address misconceptions and gaps in learning</p>	<p>Predictions for the end of year will be met All pupils will have made at least expected progress from their relative starting points</p>	<p>The majority of pupils returned to school in September at a lower level to where they were prior to lock down in March. Diagnostic assessments indicated that pupils need planned opportunities to apply their arithmetic skills in solve problems in all areas of mathematics White Rose schemes of work provide 'Flashbacks' and reasoning questions.</p>	<p>Diagnostic assessments to identify gaps in learning On-going assessment to inform planning and intervention QLA of NTS tests to inform next steps for whole class teaching and intervention</p>	<p>DF Class teachers</p>	<p>December 2020 and then termly</p>
Total budgeted cost:					£2200

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?
Support blended learning approaches with adequate hardware in school and access out of school.	Children continue to make progress at an expected rate whether at home or school	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	All pupils will have access to the online learning and will know how to use it. Online platform data shows an improvement in engagement and shows impact through attainment and progression data		February 2021

<p>Sanitation, PPE and full time cleaning in the academy to ensure that all touchpoints and classrooms and continuously cleaned throughout the day</p>	<p>Less sickness, improved attendance, rapid catch up for pupils</p>	<p>Since the academy reopened fully in September, we have had an onsite cleaner throughout the day and a full clean of the academy in the evening. We have increased hand- washing and sanitization and contact between groups of children.</p> <p>Attendance analysis of illness (including positive cases of corona virus but not self - isolation periods) showed that we have had an increase in the number of children</p> <table border="1" data-bbox="517 309 1494 518"> <thead> <tr> <th>Period of attendance</th> <th>Percentage of children off with illness rounded to the NSF</th> </tr> </thead> <tbody> <tr> <td>September 4st - November 23rd 2019</td> <td>2.3%</td> </tr> <tr> <td>September 2nd - November 23rd 2020</td> <td>1.6%</td> </tr> </tbody> </table> <p>One aspect that must affect this is the standards of hygiene, hand washing, sanitising stations, PPE and the onsite cleaners which have all contributed to this and the rise in attendance.</p> <p>Increase in on site cleaners to ensure sanitation</p> <table border="1" data-bbox="517 767 1494 903"> <thead> <tr> <th>Autumn Term</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Cleaners hours 2019-2020</td> <td>33.45 hours a week</td> </tr> <tr> <td>Cleaners hours 2020-2021</td> <td>70 .00 hours a week</td> </tr> </tbody> </table>	Period of attendance	Percentage of children off with illness rounded to the NSF	September 4 st - November 23 rd 2019	2.3%	September 2 nd - November 23 rd 2020	1.6%	Autumn Term	Hours	Cleaners hours 2019-2020	33.45 hours a week	Cleaners hours 2020-2021	70 .00 hours a week	<p>Continued attendance analysis. Clear communication between all stakeholders. Monitor the standards of organisation of classrooms to allow for efficient cleaning.</p>	<p>KW</p>	<p>attendance analysis each half term</p>
Period of attendance	Percentage of children off with illness rounded to the NSF																
September 4 st - November 23 rd 2019	2.3%																
September 2 nd - November 23 rd 2020	1.6%																
Autumn Term	Hours																
Cleaners hours 2019-2020	33.45 hours a week																
Cleaners hours 2020-2021	70 .00 hours a week																
<p>Total budgeted cost: £6880</p>																	

ADDITIONAL INFORMATION

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

- We use FFT (Fischer Family Trust) as our internal recording and reporting software. As a provider of educational expertise in data and interventions, we are also accessing the FFT tutor programme as our national tutor programme.
- We have sourced much of our research from the (EEF Education Endowment Foundation). This is a highly recognised, unbiased provider of research-based solutions and recommendations. Our strategy has been formulated using their recommended tiered approach. We have reflected on the research and reviewed the provision and need within the academy.
- Surveys were held with parents and views of staff and pupils gathered to support our strategy. We will continue to seek views as our catch-up curriculum is implemented, especially around blended learning and whether our actions have raised engagement.
- Please see a link to our recent Ofsted report : <https://files.ofsted.gov.uk/v1/file/50069737>
- Attendance data is monitored carefully for persistent absenteeism. There can be several reasons for this, but they include poor mental health. Our strategy intends to support mental health of families and in particular the children. We also work closely with the parents through our Home School Link Worker to support them getting their child to the academy.
- Attendance data is monitored carefully for persistent absenteeism within staff. There can be several reasons for this, but they include poor mental health. Our trust strategy intends to support mental health and wellbeing of staff. Current staff attendance for this half term has been ?