

COVID-19 Catch-up Premium Report

East Worlington Primary School

COVID-19 catch-up premium spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	36 (Not including year 6)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£2720		

STRATEGY STATEMENT

East Worlington Primary School have examined a variety of information sources in order to formulate a plan for spending Covid-19 catch-up premium in ways that we feel will have the biggest impact on closing the gaps seen as a result of the pandemic.

We have: looked through the DfE guide for schools, taken advice from the EEF document, examined our Spring term data outcomes captured prior to closure and taken an Autumn term baseline using NTS ASSESSMENTS standardised testing as well as a variety of other teacher-led assessment tools in September 2020.

These factors combined have formed the rationale for our spending decision, which aims to:

- 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 Literacy, particularly Oracy and writing.
B	Low Levels of Math particularly arithmetic, problem solving and reasoning.
C	Low levels of speech, language and communication in Early Years and the phonics and reading in Early Years.

ADDITIONAL BARRIERS

External barriers:

D	Poor access to home learning, internet, suitable devices and reading at home.
E	Low attendance due to isolation or other.
F	Emotional wellbeing.

Quality of teaching for all

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review?</i>
Transition Support	<p>All children to transition back to full time education and access enriching curriculum.</p> <p>All children adhere to Risk Assessment measures so can return to a more 'normal' curriculum and classroom.</p> <p>Children prepared for 'what comes next'.</p> <p>Areas taught are prioritised and areas not taught communicated to next year's teacher.</p> <p>Children are resilient to change and are able to transition with confidence.</p>	<ul style="list-style-type: none"> • A large proportion of pupils have been 'home educated' for considerable time and so have different learning experiences across the last 12 months. • During first Lockdown -A large percentage of pupils have been disadvantaged due to ability to access home learning as a result of poor internet connection/ lack of suitable devices. • Some pupils are transitioning to school for first time, new setting or new classroom after extended time away from school. 	<ul style="list-style-type: none"> • Staff maintain contact with vulnerable pupils during transitions into next class/ key stage. • Strong and regular communication with Year 6 Academy teachers and Year 7 CCC teachers. Preschool and Reception Teachers. • Communicate risk assessment to all families and familiarize parents with procedures via email/ images. • All 'bubbles' issued with soap dispensers and adequate resources to ensure safe classroom. • Investment in MYED application in order to improve communication. • Reception families provided with full transition packs and opportunity for additional transition support. • Post Second Lockdown – Curriculum focus on subjects taught less through Second Lockdown. • Recover and reconnect program from SCARF used to support settling back in. • Babcock assessment to be done by Year 2 and Year 6 including using Pobble to moderate writing. 	S Pinn All Staff	June 2021

<p>Supporting quality first teaching</p>	<p>All pupils to receive quality teaching, including where possible with support programs.</p> <p>Assessment supports teachers to deliver the best possible education to pupils, including disadvantaged pupils, SEND and vulnerable based on their needs and identified gaps.</p> <p>Use of Live Lessons, broad and balanced curriculum, Breakout Rooms and the setting marking of work ensures fewer gaps during Second Lockdown.</p> <p>Staff priorities Oracy, vocabulary, Problem Solving and Reasoning which develops the children's capacity to support their own learning.</p> <p>Vocabulary is specifically taught using SEEC (select, explain, explore, consolidate).</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance for schools. • EEF's COVID-19 support guide for schools <p>Specific reports used: Improving Literacy in KS1 and KS2; Improving Numeracy in KS1 and KS2. Making best use of Teaching assistants.</p> <ul style="list-style-type: none"> • Compare end of Autumn Term 2020 outcomes to End of Spring Term 2020. Compare End of Spring Term 2021 to End of Autumn Term 2020. Autumn term 2020 baseline using NTS ASSESSMENTS standardised testing Summer paper. (EEF) used as diagnostic assessment. This showed: • <i>Children with reduced capacity to learn due to Covid 19 and gaps in End of year expectations and ready to progress criteria. (So focus on Metacognition and Self-Regulated Learning)</i> • <i>Autumn term Year 2-5 91% of children for Math attaining at or above their SS from end of Spring term (last assessment before First Lockdown) and Year 2-5 91% of children for Reading (Year 1 and 6 did not have comparable tests).</i> • <i>Children need to go back over the learning from the previous year as a light touch before moving on (Mastery)</i> • Parent and Carer questionnaires and feedback. • NCTEM guidance supports prioritizing and focusing on Oracy (EEF), Calculation and Arithmetic, Problem Solving and Reasoning rather than trying to cover too much. 	<ul style="list-style-type: none"> • All staff engaged with CPD to engage pupils with 'Mastery Math' and Ilsham Literacy Hub. • Decision Spelling used in class to narrow gaps in spelling in KS2. • Bug Club used with fidelity to deliver phonics teaching and catch up in KS1 and for year 3/4/5 children in need of catch up. • Class Charts used to support homework, rewards and biographies. • Data analysis grids developed on SIMS to enable tracking of at risk groups and whole cohorts. • NTS ASSESSMENTS results on FFT used to identify children in KS2 behind based on their KS1 results. • Questionnaire for parents and Carers. • Children with lack of internet access classed as vulnerable and allowed to come into school during Second Lockdown • Breakout Rooms enabled same provision in school and outside of school for those without an adult or with SEND. • Cold and hot tasks used to establish targets and achievements. 	<p>S Pinn and C Pugsley</p>	<p>June 2021</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£500</p>

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?
Intervention Programs	<p>Narrow gaps with EYFS meeting GLD by the end of the academic year.</p> <p>Assessment is used to accurately diagnose difficulties and capabilities to match pupils to interventions. Regular reviews ensure children are making progress and the interventions remains the best available.</p> <p>75% Year 2- passing Year 1 phonics screening – Autumn 2020.</p> <p>Children who are near to but not meeting age expectations are at age expected by the end of the year.</p>	<ul style="list-style-type: none"> • EEF reports on Literacy and Numeracy and using TAs. • Long term negative impact of Covid 19 on future academic achievement of pupils, (EEF). • Most gaps were evident in year groups, Year 5 and 6. • Year R and Year 1 – majority returned to school during Lockdown and after part opening. • Outcome of Early Reading and Phonics audit done by Ilsham Hub. 	<ul style="list-style-type: none"> • Phonics and communication and language intervention program planned and delivered in EYFS. • Speech and language and phonics assessment on return of pupil identifying pupils who are unable to access their current year group expectations due to falling behind furthest. • Intervention in place to address gaps in phonic knowledge (EYFS/ YEAR 1-3) especially children who didn't come into school during Lockdown. • Qualified teacher to deliver planned phonics intervention. • Audit by Ilsham Hub to audit Early Reading and Phonics – outcome B. • Training on Bug Club, Phonics and Reading for all staff 	C Pugsley and S Pinn All Staff	June 2021

<p>One to one and small group intervention/ tuition.</p>	<p>70% to meet ARE in reading and math in year 3, 4 and 5 (this was at 66% by the end of the Autumn Term before Second Lockdown)</p> <p>Accelerated progress in identified pupils who have fallen behind significantly.</p> <p>4 Calculation methods taught well for each year group. Children meet ready to progress characteristics for Calculation.</p>	<ul style="list-style-type: none"> • Long term negative impact of Covid 19 on future academic achievement of pupils can be mitigated by rapid catch up support (EEF). • Gaps in understanding noted in baseline (Summer 2020 paper used) assessments –more evident in KS2. • The majority of Year R and Year 1 returned to school in Summer Term and made some catch up progress. • Limited evidence of home learning from vulnerable pupils in KS2. • Use of reasoning and problem solving in math's and SPAG impacted by Lower Attaining pupils and pupils with SEND not retaining learnt knowledge such as number facts, spelling rules etc. • Using FFT to track NTS ASSESSMENTS results compared to KS1 outcomes shows Year 5 need additional support. • School tracking of assessments show Year 1 and 2 focus needed on Writing. • Lowest 20%, PP and SEND main focus. 	<ul style="list-style-type: none"> • Qualified teacher with Key Stage 2 knowledge to plan and deliver intervention. • Prior and post intervention assessment used to monitor progress. • Effective intervention planned, following NTS Baseline assessments used to provide well targeted support by qualified teacher in reading and number. • Pupils' progress monitored rigorously through regular three- way communication between class teacher/ intervention teacher and pupils. • Power of 2, Toe by Toe, Comprehension, Speech and Language, FFT reading, AR, Phonics catch up, daily readers all shown on EEF as having high impact. • 1:1 and small group session funded specifically by Covid Catchup Fund and taught by a qualified teacher. 	<p>S Pinn C Pugsley</p>	<p>June 2021</p>
<p>Total budgeted cost:</p>					<p>£2220</p>

Other approaches

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Supporting parents and carers	<p>Good level of attendance for pupils in order to maximise opportunities to improve progress and attainment target 97%.</p> <p>Live Lessons and Breakout rooms enable 96% of children to access full curriculum during Second Lockdown.</p>	<ul style="list-style-type: none"> Parents play key role in supporting pupils to learn at home. Essential home-school links remain strong. Pastoral support to pupils and families throughout pandemic- new focus in Sept 2020 to monitor attendance and engagement with learning. Increase risk of reduced attendance following the Lockdown. Live Lessons for Literacy, Numeracy, Science and Topic to support home learning which was designed to enable staff to teach the children and not just consolidate. Provision during Second Lockdown same for children in school and at home enabling some children of Key workers to remain home. Vulnerable children with lack of ICT or SEND most impacted by previous Lockdown. 	<ul style="list-style-type: none"> Strong home –school relationships on return to full opening. Supportive communication with parents through MYED application. Provision of additional reading books. Regular phone calls home. Class Charts used to support children learning at home due to Lockdown, isolating or quarantine completed work uploaded and marked where appropriate. Parent questionnaire about provision during Second Lockdown Reports and parents evenings 	EWO S Pinn All Staff	June 2021

<p>Access to technology</p>	<p>No child disadvantaged as a result of poor internet/ access to online platforms or unsuitable devices, as they were invited to attend school during Second Lockdown.</p> <p>School laptops reprogrammed to go out to students so all children have a laptop of their own so all children have equal access to remote learning.</p> <p>Applications to mobile providers for Broadband means all children can access online learning using devices available</p>	<ul style="list-style-type: none"> • High percentage of pupils accessing platforms through unsuitable devices or in area with poor internet connection significantly reduced in Second Lockdown by steps taken. So 96% attendance based on accessing Live Lessons and Remote setting of work. • EEF – Oracy - Online access to quality first teaching ensures good speaking and listening skills maintained. 	<ul style="list-style-type: none"> • Questionnaire sent to parents to review internet/ device access, lesson provision, teaching, learning and communication during Lockdown. 	<p>S Pinn L Mackie T Pullen IT Technicians</p>	<p>June 2021</p>
<p>Broad and Balanced Curriculum</p>	<p>Children able to access a broad and balanced curriculum during Lockdown.</p>	<ul style="list-style-type: none"> • Some children in first Lockdown did not all learning. 	<ul style="list-style-type: none"> • New platforms such as Class Charts used for setting resources, links and marking work. • Duolingo, Bug Club, Scratch on line used to teach non Live Lessons. 		

<p>Online platform widened and all pupils trained on how to access class charts/ platforms in case of need to self-isolate or in the event of another Lockdown</p>	<p>Best possible remote education offer for all pupils.</p> <p>Class Charts used to set work and resources also allowed teachers to mark work uploaded so children are able to access new teaching sequences.</p> <p>TEAMS Allowed Live Lessons and Breakout Rooms so children can access new teaching sequences.</p>	<ul style="list-style-type: none"> • Poor engagement from some families during March Lockdown due to inability to access platforms. Engagement much better in Second Lockdown due to widening of online platforms. • Risk of further Lockdown or isolation will further interrupt the children's. • New learning and skills covered and not just consolidation. • Phonics modeled and delivered by teacher. • Breakout Rooms to support children and reduce conflict at home. 	<ul style="list-style-type: none"> • Admin and IT department to ensure all Catmail email in situ. Children taught how to access, send and receive email. • TEAMS training for staff. • TEAMS training for pupils. • Communication about access to TEAMS given to parents. • Class Charts training for putting on resources and work and marking. • Curriculum offer widened via remote learning platforms which are reviewed as to their effectiveness. 	<p>Admin IT Technicians S Pinn</p>	<p>June 2021</p>
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:

NTS Assessment / Accelerated Reader/ Previous SATs/ Phonics assessments used to baseline and inform catch up need.

Evidence from the EEF [families of schools database](#)

Results of staff and pupil consultation

Analysis of attendance records

Parent/Carer Questionnaire

FFT aspire pupil tracker program