



Sir Donald Bailey COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	446	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£35,680		

STRATEGY STATEMENT

“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 proportion of Free School Meals children across the school is high 44% compared to the national picture at 17.3% (242/547) children in total.
- The vast majority of children from Reception to Year 6 engaged with some online learning that the school provided.
- Upon re-opening on September 2nd, 2020, we had a good response to children coming back to school.
- Attendance was stable across all year groups upon return -96.1%.
- Our school was fully closed over the summer holiday period which meant that no school-based or remote learning took place over the summer break.
- Baseline Assessment took place in September 2020 this has ensured standardisation and consistency across all year groups and cohorts.

Catch-up Strategy

- The overall aims of the catch-up premium strategy:
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	Year 2 children have missed a whole term of phonics teaching. Children have been assessed as working at Phase 3 at the beginning of Year 2.
B	Some pupils may have had limited access to reading materials and mathematic lessons during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020
C	Some Foundation Stage pupils have poorly developed language skills.
ADDITIONAL BARRIERS	
External barriers:	
D	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and anxiety both pupil and parent.
E	Lack of access to technology, particularly for disadvantaged pupils.
F	

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?
Implement 8-week catch-up programme in phonics to all children in Year 1 and 2.	Children close the gap on missed learning.	Children in Year 1 missed a significant amount of phonics learning time. Children assessed at Phase 3 at the beginning of Year 2.	Monitor lessons- TMV's Track progress in phonics across the year groups- PPM	Amy Driver/Louise Hopper	End of Autumn Term- 73% of Yr2 passed the PSC
ELKLAN Training for EYFS staff.	Staff know how to modify their interactions with the children. Staff use modelling to encourage talking. Staff understand the development of speech sounds and why children have problems, they are taught simple strategies to help the child. Know how to support a child with interaction difficulties.	ELKLAN is recognised programme that understands the breadth and extent of pupils's communication difficulties, how this affects their learning and their ability to access the curriculum. Pupil's language skills are lower on entry.	Observations of the Learning Environments in FS- show staff can support children and their language skills improve.	Louise Hopper	Spring Term
Small class sizes and targeted reading/Composition and Mathematics and phonics for Years 1/6	Children close the gap on missed learning.	It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential.-EEF	Observations of the Learning Monitor lessons- TMV's Track progress in R/W/M across the year groups- PPM	Year Group leads	On going
Total budgeted cost:					School Budget

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?
Afternoon Reading and Maths Intervention and support with identified Y2 and Y6 pupils. Baseline and Autumn Term data from identified Reading, SPAG and Maths tests.	KS1 and KS2 Reading Results to improve as progress and learning develops during 2020/2021 KS1 Target of 70% KS2 Target of 80%	September baseline data shows that Reading and Mathematics have been affected due to lock down in these key year groups. <i>One to one tuition and small group tuition are both effective interventions. - EEF</i>	Ongoing school- based attainment and progress trackers across each term in 2020/2021. £23,800- KS2 £16,800- KS 1 (<i>The cost of paired tuition is approximated as £350 per pupil per term (based on two pupils receiving 30 minutes of tuition, five times a week for 12 weeks) plus any resource or equipment costs- EEF</i>)	S Longney L Hopper	Termly
NELI programme for FS2 Targeted one-to-one language teaching sessions for reception age children identified as needing targeted language support.	FS2 Children's early language skills improve- with a an initial focus on expressive and receptive vocabulary, listening and narrative skills through discussion of key thematic images and the retelling, creating and summarising of stories.	Children's language skills are behind on entry to FS1. <i>Oral language skills can be enhanced through targeted and specific teaching. Several robust EEF trials, have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group. Through these trials NELI is now the most robustly evaluated and well evidenced early language intervention available in England.- EEF</i>	Monitoring- assessments and progress from the start to the end of the programme. No cost	E. Stretton/ E. Puttergill	Spring Term
Total budgeted cost:					40.600

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?
Additional hours for a CASY counsellor for any children who may be feeling vulnerable or have and worries or emotional issues which need support and intervention	Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020 and again in January 2021.	September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	R Mac	MARCH 21
Whole school to put work on 'class dojo' for children to access. School to give out free data sim cards. Work packs to be available for children who have no IT access.	Remote learning enables children to access work.	Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.- EEF	Monitoring work packs and online learning.	Year group Leads/ SLT	MARCH 21
Total budgeted cost:					£4,125

Total cost £44,725

Cost to school £9045

ADDITIONAL INFORMATION

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

- Internal assessment data – for targeted children.