

Welton St Mary's COVID catch-up premium report 2020-2021



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	343	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£27, 440		

The purpose of this report is to effectively plan the way the catch-up money will be spent over the coming year and enable us to inform parents, carers and governors of the proposed impact it will have on pupil achievement.

Key points from catch-up premium guidance:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months.
- School leaders must be able to account for how this money is being used.
- Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Key points from EEF Covid Support Guide (June 2020):

- Assessment & feedback related to pupils' wellbeing and learning needs.
- Standardised assessment in English & Maths used to identify pupil who would benefit from catch-up support.
- Where tuition is delivered by TAs or volunteers, providing training linked to specific content and approaches is beneficial.
- Programmes are likely to have the greatest impact where they meet a specific need... include regular sessions and are timetabled for consistent delivery.
- Technology could be used... facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school'.

Key points from EEF Guide to Supporting School Planning (August 2020):

- Strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of HQT and learning for pupils.
- Planning effective assessment is integral to supporting great teaching... to sensitively diagnose the actual impact of C19 on pupils.
- Supporting remote learning through; quality teaching rather than concern for how it is delivered, access to tech particularly for disadvantaged pupils, peer interactions for motivation, supporting independence, variety of approaches suited to the task/content.
- 1:1 and small group tuition should be evidence-based where possible, small groups, regular short sessions, structured with supporting resources, monitored by assessment, connected to in-class learning.
- National Tutoring Programme – qualified teachers or (extensively) trained LSAs, tuition is guided by school and linked to curriculum.
- An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour.
- Meaningful and manageable assessment will be crucial to supporting and monitoring social and emotional needs.
- Adopt a SEL curriculum; sequenced activities that lead to skill development, active forms of learning, focused time to develop social and emotional skills, explicitly define and target specific skills.

Welton St Mary's Catch Up Priorities:

- **High quality teaching and learning** though CPD opportunities to ensure all of our children receive high quality teaching and learning so that time in school is maximized and teachers can catch all children up on learning. We aim to raise the attainment of all pupils to close the gap created by COVID-19 school closures. CPD and appraisal targets are focused around Rosenshine's Principles to support the ongoing development of high quality teaching and learning. This links in to the research and evidence provided by the EEF which suggests that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies should be prioritised for high quality T and L. All teaching staff have had training on how to embed these principles when teaching remotely too.
- **Reading**, including the successful implementation of RWI. Children need to be able to read successfully in order to access the rest of the curriculum and for writing to follow. This includes targeted reading support through daily 1:1 reading and providing children with the RWI resources and reading books to engage with their reading at home and over the holidays. It's vital that we get KS1 children through the reading gate and reading fluently as soon as possible.
- **Targeted academic support to catch up lost learning.** We will be making use of the National Tutoring Programme in KS2 to target learners with gaps widened from the COVID school closures and to help reduce the attainment gap between disadvantaged pupils and their peers. Our PUMA and PIRA standardized assessments have identified some children who would benefit from this targeted support, along with teachers' own assessments in school and throughout the remote learning period (including looking at engagement in remote learning). We have chosen to engage with the National Tutoring Programme using an intensive programme where our 46 chosen KS2 children receive 30 mins tuition (outside of core subject learning time) daily for 6 weeks, as suggested by the EEF. Tutors will be working with groups of 3 children to maximise the impact across a larger number of children. Tutors will be communicating with teachers to target specific areas of learning as directed by the class teacher. This is will connected to in-class learning and supported by class teachers. This tuition is linked to our school curriculum.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	High level of SEND/PP in Y5 and some children vulnerable to social and emotional issues
B	Being in COVID bubbles has prevented the Read Write Inc programme from being implemented as set out originally, due to challenges with groupings across year groups and staffing implications.
C	Levels of engagement with home learning were extremely high, but there was more variation with engagement in reading and some of the non-core subjects.
D	We saw a reduction in number of children achieving the combined expected standard in reading, writing and maths in internal assessments, in most year groups, since March 2020 when the COVID pandemic began. We are therefore targeting children to meet the expected standard in all 3 core areas.

ADDITIONAL BARRIERS

External barriers:

D	
E	
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?	Costing	Staff lead	When will you review this?
Staff professional development through training including INSET days on high quality teaching and learning (Rosenshine's Principles).	<ul style="list-style-type: none"> Teachers implementing Rosenshine's principles in their T and L. Teachers continually reflecting on their own practice and make small habitual changes. Maximum effective use of lesson time. Children know more, understand more and can do more 	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	<ul style="list-style-type: none"> Forms part of the appraisal process and staff to discuss this with appraiser at mid-year review. This will encourage habit changing, as CPD is over a prolonged period of time and up-front training is followed up. Regular staff meetings to feedback successes and learn from one another Baseline assessment on practice which is to be reviewed and reflected upon throughout the year Monitoring by AHT throughout the year 	£0	AHT	<p>Ongoing throughout the year.</p> <p>Staff to review progress at mid-year during their appraisal meeting.</p>

New staff CPD library to provide access to high quality research and literature to support T and L	<ul style="list-style-type: none"> Teachers are engaging with research to develop teaching and provide high quality learning opportunities for all children Sustained professional development so that initial training is followed up on (as suggested by the EEF) 	THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021	<ul style="list-style-type: none"> AHT to continue adding to this and sharing material with teachers as books are added to library. Built into appraisal targets. Engaging with research in staff meetings to encourage the reading of research to develop practice. 	£120	AHT	Ongoing
Supporting Early Career Teachers	<ul style="list-style-type: none"> In recognition of the disruption to NQT and RQT years, AHT to work with ECT to develop practice and continue to develop T and L. 	THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021	<ul style="list-style-type: none"> AHT to lead and follow a small step approach, working on one aspect of teaching at a time, which includes mini observations to support ECT. Feedback to given regularly. Evidence in daily practice. Fortnightly meetings for AHT and ECT to engage in a coaching session 	£1188 to provide cover for fortnightly coaching sessions	AHT	Autumn 1 and 2 but continuing communication throughout the year

<p>Purchase of class reader books for each child in Y4-Y6</p> <p>This will be repeated to provide a reading book for all children in Y4-6 over the summer holidays, to keep them reading a high quality and age appropriate text over the extended break</p>	<ul style="list-style-type: none"> • Provide children with a book to encourage reading for pleasure at home and over the holidays. • Ensure that children are reading regularly and to increase motivation to read. • Books to be kept by the school after they've been read to support learning for future cohorts. Impact of spending to continue into the future • Teachers to use these books to teach their writing and reading curriculum 		<ul style="list-style-type: none"> • All teachers to monitor engagement with books and ensure engagement. • Teachers to plan in learning opportunities in school to ensure children are engaging with these. • AHT to oversee and talk to teachers regularly to evaluate the impact of this spending. 	<p>£1000 – one book during lockdown</p> <p>£1000 – one book for the summer holidays</p> <p>£2000 in total</p>	AHT	Ongoing
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RWI remote learning provision - blended learning package	<ul style="list-style-type: none"> Supporting early reading through lockdowns by ensuring chn have access to RWI resources. Seesaw shows evidence of children and parents making use of this at home. 		<ul style="list-style-type: none"> LM (phonics lead) to monitor RWI implementation and impact regularly. LM does not have a phonics group to enable to carry out this monitoring. Regular assessments from phonics and reading lead to check progress. 	£2650	LM (phonics)	Assessment points through the year to assess progress of individuals and groups
Delios training 'Utilising Catch Up Effectively'	<ul style="list-style-type: none"> CPD for senior leaders to support the effective use of catch up funding. 	DfE's catch-up premium guidance	<ul style="list-style-type: none"> SLT weekly meetings to reflect and evaluate strategic catch up plan and impact of spending 	£85	SLT	

Supply cover to allow time for the phonics lead and reading lead to initially implement and assess the children in RWI	<ul style="list-style-type: none"> • Successful and consistent early reading programme implemented • Accurate assessment of children to ensure that groupings are appropriate to allow for successful implementation and impact 		<ul style="list-style-type: none"> • Phonics lead to be without a phonics group to oversee the implementation and support staff with their teaching of RWI. • SLT and phonics lead and reading lead to meet regularly to review progress and assessment data to evaluate impact and implementation. 	£747	LM LS SLT	Ongoing with RWI assessments
	Total budgeted cost:					
	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?

<p>National Tutoring Programme (KS2)</p> <p>Initially 46 chn but this may be extended in terms 5 and 6 if impact is evident.</p>	<ul style="list-style-type: none"> Targeting children to catch up any lost learning Increase percentage of children reaching the expected standard in reading, writing and maths Progress from children's starting point, using internal data from Spring 2020 and Autumn 2020 PIRA/PUMA assessments Bridging gap between disadvantaged and non-disadvantaged 	<p>EEF: Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</p>	<ul style="list-style-type: none"> Daily and consistent learning to ensure tutoring is intensive. Tutoring sustained over a period of 6 weeks Face to face tuition to allow tutors to feedback to teachers and maintain regular communication. Teachers to evaluate impact of tutoring ongoing. Assessment data to provide is with an indicator as to the success of the programme in term 4 	<p>£2193</p>	<p>AHT</p>	<p>Communicate with tutors and teachers weekly</p> <p>Teachers to build targeted supported into classroom teaching to apply learning and evaluate impact</p> <p>Summative assessments in Spring and Summer</p> <p>If this is successful, we will look to implement again with either the same children or different children in terms 5 and 6.</p>
<p>National Tutoring Programme (KS1)</p> <p>Providing small group RWI teaching to support children to get through the reading gate</p>	<ul style="list-style-type: none"> 			<p>TBC</p>		

1:1 KS1 RWI Zooms during remote learning	<ul style="list-style-type: none"> Review RWI sounds and maintain progress in RWI phonics. 		<ul style="list-style-type: none"> Class teacher to oversee and supported TA in delivering these throughout lockdown in term 3, in addition to class teacher's whole class lessons 	£0	Year 1 and 2 class teachers	Ongoing review throughout term 3
Premier Education – taking half of Y5 for PE for two mornings a week providing the class teacher to provide intensive writing support for the rest of the children	<ul style="list-style-type: none"> Intensive writing support and conferencing for Y5 chn. To improve basic writing skills and plug gaps evident from 2020 COVID lockdown Writing books show an impact of extra support 	EEF: Explicit teaching and flexible grouping	<ul style="list-style-type: none"> Moderation of writing in Y5. AHT communicate with Y5 teachers to ensure time is being spent effectively and progress in writing is being accelerated as a result. 	£1000	Year 5 teachers and AHT	Ongoing
	Total budgeted cost:					
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 Learning Mentor hours	<ul style="list-style-type: none"> Support children's emotional well-being and mental health which will impact on learning too. Working with and communicating with parents. Allowing for more children to access 1:1 time with learning mentor 	Supporting pupils' social, emotional and behavioural needs	<ul style="list-style-type: none"> SLT to work with Learning Mentor to ensure we are targeting children who need support. 		SLT and Learning Mentor	Ongoing Review at the end of the year as to the possible needs moving forward into 2021/2022
Feeding the Nation, online WW2 workshop	<ul style="list-style-type: none"> Provide a more authentic experience to teach the Y6 children about rationing and food during WW2 Wider curriculum opportunity to replace a trip due to COVID 		<ul style="list-style-type: none"> Built into our current curriculum There will be prior learning to ensure that the children can access and enjoy it It will also be followed up with application of their learning from the workshop 	£80	EMH (history lead)	During and after the session
	Total budgeted cost so far:					£10,063

ADDITIONAL INFORMATION