



# COVID catch-up premium report

---

Our school's Covid-19 catch-up strategy recognises that all children have been impacted by the restrictions and aims to provide the best personalised response to ensure each child reaches their pre-pandemic goals emotionally and academically. Whilst providing for every child, we will also target the most disadvantaged children within the school - those attracting the Pupil Premium fund, those with a social worker attached to their family or those who we know have struggled disproportionately to their peers.

The Education Endowment Foundation, DFE Operational Guidelines 8<sup>th</sup> March and Evidence for Learning Recovery Curriculum information has provided research based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our updated catch-up strategy.

This plan forms part of our overall strategic school improvement planning which also includes a Pupil Premium Strategy.

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	256	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,400	Note we draw from school budget to offer comprehensive catch-up	£34,550

## STRATEGY STATEMENT

The overall aims of our catch-up premium strategy includes the following:

- To provide a holistic and flexible recovery period to repair the repercussions from the losses of lockdown (knowledge & skills gaps, anxiety, trauma and bereavement). Learning must be relevant to all to ensure even one disengaged child becomes reengaged.
- To identify all children's next steps and accelerate learning to minimize the impact of school partial closures in relation to anticipated attainment.

The core approaches being implemented include ensuring high quality teaching and support for all, targeted support and wider strategies. These will ensure well-being is prioritized, and appropriate, effective provision has the most impact on accelerated learning and improved confidence.

Teaching and whole-school strategies

- Supporting quality first teaching
- Pupil assessment and feedback
- Transition support

Targeted Support

- One to one and small group tuition pastoral & academic
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parents and carers
- Access to technology
- Summer support

## School context as of 8<sup>th</sup> March 2021

Autumn 2020 school open to all. One bubble closure. No staff absences due to sickness.

Bubble closure Y5 November 2020 remote learning deemed successful in terms of high attendance on daily live meets and quality feedback and communication between staff and pupils. Parent survey indicates good level of satisfaction. Learning continues as planned on return. Lessons learned resulted in adjustments to full school remote strategy.

Achievements included – September baseline followed by November assessment showed significant progress after the impact of summer 2020 lockdown. Virtual Christmas performance premiered for 3000 viewers. Well-being initiatives (virtual assemblies, whole school learning challenge – What We'll Build – and attention to relationships and adult/pupil ratio for active play) provided excellent support to all given the restrictions and measures in place.

During lockdown Jan – March 8<sup>th</sup> the core curriculum continued according to the progression maps with few exceptions. Registers show the daily live meet was attended by 93% of children with work submitted daily. Most children had parents capable of providing sufficient / exceptional support. The parent survey indicates almost all were satisfied with the provision and all had access to a device other than a phone (school loaned 49 iPads). However, we are reflecting on the provision with a view to adding more live lessons. 45% of our school population attended face to face including 14 identified as vulnerable. Of our lowest prior attaining children (lower 20%), 49% were in school. A full workforce was available during the lockdown with no sickness absence. There were no cases of Covid-19 reportable to DFE during this period.

Without underestimating the burden on our home learning heroes and the huge challenge many of our families experience in a national restrictions situation, along with the significant negative impact constraints have had on some of our children, it is right to acknowledge the extraordinary, incredible effort and successes of those at home and at school.

In this context, our catch up plan is now guided by the levers below, focused on the journey in front of us and sets out how we will ensure everyone is Safe, Smiling and Successful.

Lever 1: Relationships – We will invest time in restoring thriving relationships and a deep sense of belonging.

Lever 2: Community – We recognise the investment of time and care many families put into home learning. We aim to maintain strong communication building on the success of Seesaw as the transitioning of learning back into school takes place.

Lever 3: Transparent Curriculum – Using our progression maps, we will be noting coverage to date and adjusting new learning to allow secure understanding of core knowledge and skills.

Lever 4: Metacognition – Our remote provision was built on a meta cognition foundation. This will continue with a learning to learn approach in school.

Lever 5: Space – For some children recovery may take time and by prioritising well-being we aim for them to re-engage in a lifelong love of learning.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic or other barriers:	
A	Attendance Matters: 98% of children returned to school on 8 <sup>th</sup> March. 1% had absence monitoring prior to the national restrictions. Supporting regular, high attendance for all is a priority.
B	Constraints resulting in any child being disengaged with learning. Observation and informal pastoral support indicate 3% of pupils will need longer term recovery with pastoral emphasis (8).
C	Initial baseline March 2021 in reading shows...in progress
D	Assessments November to March 2021 indicate...in progress
E	18% of our children have identified Special Educational Needs 6% have identified specific learning difficulty 4.2% have social and communication needs 4% have registered social and emotional support need 14% of the children are entitled to Free School Meals

## Planned expenditure for current academic year 2020 -2021

Quality of teaching for all

Teaching and whole-school strategies


- Supporting quality first teaching (EEF “Great Teaching”) [Teaching and Learning Toolkit | Education Endowment Foundation | EEF](#)
- Pupil assessment and feedback
- Transition support

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](#)

“Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.”

“For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.”

Action and any costs	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?
Professional development programme planned for writing. From Training & PP Budget.	Talk4Writingand Reading CPD results in shared/modelled writing, echo reading and accelerated progress in writing.	<a href="#">Teaching and Learning Toolkit   Education Endowment Foundation   EEF</a>	Logical well sequenced plan to support and sustain high quality teaching in place via staff meeting agendas on Google Calendar	CH / EC Subject Leaders	Monthly

<p>White Rose Maths Webinars £100 Maths Makes Sense Y3/4 intervention training £650</p> <p>Power Maths Books A, B &amp; C £2500</p>	<p>Cross cohort use of equipment and staff highly competent to run intervention groups.</p>	<p>EEF Mastery Learning moderate impact for low cost 5+months</p>	<p>Subject leader monitoring and assessment data</p>	<p>JC</p>	<p>termly</p>
<p>National Online Safety Subscription £600</p>	<p>Access and completion of courses including online safety, safeguarding DSL, Data protection, FireSafety, RSE and many more.</p>		<p>Certificates available and CPD solution partially found.</p>	<p>CH</p>	<p>Half termly</p>
<p>WALKTHRU CPD for high quality teaching £300</p>	<p>Teachers review practice to ensure high quality first teaching and refreshed practice.</p> <p><a href="#"><u>Teacher Walkthrus</u></a> – 3yr. subscription, books, implementation, ongoing network and collaborative support</p>		<p>High quality teaching observed in class and on Seesaw</p>	<p>EC</p>	<p>July 2021 July 2022</p>

Offer/ organise Metacognition training via <a href="#">Reflect Ed</a> for staff and pupils	Supporting pupils to work independently will have improved learning outcomes	EEF Metacognition high impact very low cost 7+ months	Seesaw consistently used and high percentage using independently – see survey	CH	After period of remote learning
Provide laptops for Teaching assistants and CPD to support Seesaw Feedback and allocating catch up work £1500	TAs access Seesaw and support feedback All staff can access online calendar / meetings etc	Feedback EEF High impact low cost 8+months  EEF Metacognition high impact very low cost 7+ months	Devices available and in use	CH	ongoing
PIRA, PUMA, GL Assessment used to assess children for next steps and measure impact of restrictions.	PIRA / PUMA assessments completed in November and March		Termly	EC JC	Termly reported to parents where appropriate.
Use GSL screener to identify any specific learning barriers to reading £absorbed in budget	SLD identified to ensure barriers to learning clear and support in place.		Records updated	HM	Start of each term
Recovery curriculum focuses on essential knowledge and skills	Teachers highlight learning covered so next year classes / additional hours are sure to deliver any essential missed learning.	EEF Metacognition high impact very low cost 7+ months	Gaps identified on progression maps	EC	April 2021

Values and positive relationships explicitly discussed through assembly. Picture News £200	Picture News used via Googlemeet to refresh British Values Sequence of books including kindle downloads used for assembly – belonging, kindness, compassion, growth mindset, responsibility, inspirational people...		Assemblies in the hall (year group and virtually) timetabled effectively.	CH	From April 2021
Third teacher allocated to reduce class size in Y6 and Y5 £absorbed in staffing budget/PP budget	Increase teacher/pupil ratio	EEF Reduce class sizes moderate impact high cost 3+months	Deployed and in class	CH	March 8 <sup>th</sup> 2021 or as assessments dictate
Total budgeted cost:					£5850



## Targeted Support

- One to one and small group tuition pastoral & academic
- Intervention programmes
- Extended school time

[Promising Projects | Education Endowment Foundation | EEF](#)

[Teaching and Learning Toolkit | Education Endowment Foundation | EEF](#)

Action with costs	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?
Doodle Premium for all children £2200	All children access Doodle Maths, Spelling, Tables and English as a personalized intervention.	EEF Metacognition high impact very low cost 7+ months	Monitor access for management centre	JC	Half termly
Continued high staff ratio during break and lunchtimes. £absorbed through budget	Support relationship restoration and active pay promoted.	Feedback EEF High impact low cost 8+months	Staff deployed	CH	termly

<p>Phonic and range of book schemes replenished £1000</p> <p>All have sufficient access to books throughout the year.</p>	<p>Every child reading a book with 95% accuracy.</p> <p><a href="#">Derbyshire E Library</a> OR request subscription to / create our own / <a href="#">Borrow Box Library</a> (Online reading provision for all schools, bespoke online library with all the latest titles)</p>	<p>EEF Phonics moderate impact for low cost 4+months</p> <p>EEF Reading comprehension strategies high impact very low cost 6+months</p>	<p>Children listened to and conference check to make sure the right book is being read.</p>	<p>EC</p>	<p>Start of each half term.</p>
<p>Nurture support in the form of active or structured play, Boxall profile, ELSA and Lego Therapy available for those who need it. £1800</p>	<p>Therapeutic or supportive provision available for identified children.</p>	<p>EEF Small group tuition moderate impact for moderate cost 4+months</p> <p>EEF social emotional learning moderate impact moderate cost 4+months</p>	<p>Timetable in use and children observed accessing support</p>	<p>SENCO</p>	<p>As needed.</p>

<p>After school tuition offered to those in most need of catch up to expected. Budget also from allocation in Pupil Premium Strategy. £4750</p>	<p>Teachers or tutors provide additional teaching time that is targeted on academic catch up as identified through assessments.</p> <p>Eligibility with <a href="#">National Tutoring Programme</a>, paying oncosts known and accessed if appropriate.</p> <p>School staff deliver after school tuition or group / 1: 1 intervention as additional hours.</p>	<p>EEF Extending school time Low impact for moderate costs 2+ months</p> <p>Feedback EEF High impact low cost 8+months</p> <p>EEF One to One Moderate impact for high cost 5+months</p> <p>EEF Peer tutoring moderate impact for low cost 5+months</p>	<p>Initial plan was Jan / Feb 2020. However the national restrictions have resulted in this moving to May / June</p>	<p>CH</p>	<p>July 2021</p>
<p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>	<p>Paper packs / work allocated on Seesaw to provide activities to engage children during the summer. Transition and catch up focus.</p>	<p>EEF Metacognition high impact very low cost 7+ months</p>	<p>Packs / templates prepared</p>	<p>CH</p>	<p>July 2021</p>
<p>Total budgeted cost:</p>					<p>£9750</p>

Wider strategies <ul style="list-style-type: none"> <li>Supporting parents and carers</li> <li>Access to technology</li> <li>Summer support</li> </ul>					
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?
Whole school learning challenge – What we'll build then How we'll build when full cohorts return from national restrictions £300	Sense of belonging  Re-ignite love of learning.  Time to be creative and ease back into working collaboratively being tolerant of one another.	EEF Arts participation low cost moderate impact 2+ months  Collaborative learning – moderate impact for low cost 5+months	Display, Seesaw work, ethos, parental feedback	EC / DP	March 29 <sup>th</sup>
PSHE Matters £absorbed costs within budget	Careful choice of unit to focus on relationships and changes to explicitly express the range of emotions being experienced.		Pupil discussion, work produced, relationship management in and out of class	HM	monthly

Active learning and play £0	Giving children additional and teacher determined time to use the track / trail or deliver lessons outside to develop stamina and positive mental health, sleep routines etc.	EEF Sports participation low impact moderate cost 2+months Note this does not reflect the health and well-being benefits which impact on learning.	Observation	All teachers	weekly
Every child to have access to a device that is not a phone for remote learning situation. £14,000	Independent access to Google Meets / Seesaw in all year groups including siblings.	Digital technology moderate impact for moderate cost 4+months  EEF Metacognition high impact very low cost 7+ months	Survey and parent communication Work posted on seesaw	CH	Checkpoint Nov 2020 Jan 2021
Liaison with secondary schools to engage all children with any summer transition work	Opportunities taken whenever appropriate to support catch up.		As appropriate	CH HB DP HM	From March 2021

Relief Teaching Assistant hours to provide variety of support £3000	<p>Gallery in hall to promote successes of remote learning and belonging.</p> <p>Bridging support provided for short notice needs e.g. lunchtime nurture, curriculum reflection / construction, interventions as directed by SENCO.</p>		Observation and routine monitoring systems.	CH	weekly
Whole school visit to Yorkshire Sculpture park subsidy £1500 / PFA funds if needed.	Experience outdoor, whole class visits and reduced anxiety about social contact outside of school.		Visit organized and takes place. Display and learning to capture.	CH	October 2021
Total budgeted cost:					£4800
Total Planned allocation:					£20,400

## Implementation Timeline

