

# COVID catch-up premium report – Autumn 2020

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	388	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,040	Autumn 20/Spring 21 payments	£18,107.96
		Summer 21 payment	£12,932.04
<p><b>Payments</b></p> <p>This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in Autumn 2020, based on the latest available data on pupils. We will then receive a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used.</p> <p>The second grant payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of <b>£46.67</b> per pupil. A further <b>£33.33</b> per pupil will be paid during the Summer term 2021. (Total of £80 per pupil Reception – Year 6)</p> <p>Though funding has been calculated on a per pupil basis, schools can use the sum available to them as a single total from which to prioritise support for pupils according to their need.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> <p><b>Use of funds</b></p> <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also <b>EEF - School Planning Guide 2020-21</b> )</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>			

## STRATEGY STATEMENT

- At Norden CPS, our initial assessments have shown that the curriculum areas that has suffered the most during the school closure is English.
- Our year group focus areas are;
  - Nursery – Speech, Language and Communication
  - Reception – Speech, Language and Communication
  - Year 1 - Phonics
  - Year 2 – Phonics
  - Year 3 – Phonics and Spelling
  - Year 4 – Writing (Sentence structure and punctuation)
  - Year 5 – Reading (Comprehension and extracting evidence from the test)
  - Year 6 – Writing (Grammar and Vocabulary)
- As Reception have missed 4 weeks of the first half term due to positive Covid cases and subsequent bubble closures, we will be focusing on this year group initially.
- We will be employing a supply teacher to work in school for 2 days a week; one day will be in EYFS working on speech, language and communication and the second day will be working with Years 1 and 2 on their Phonics. Each half term, we will review the progress and identify the next year groups to work with. This may increase to 3 days if proving to be effective and funding is secured.
- We will also be engaging with the National Tutoring Programme to provide high quality 1-1 and small group (up to 3 pupils) work for a 15 hour programme of work for our most disadvantaged/vulnerable pupils
- The overall aims of our catch-up premium strategy;
  - ✓ To reduce the attainment gap between our disadvantaged/vulnerable pupils and their peers
  - ✓ To raise the attainment of all pupils to close the gap created by Covid 19 school closures
  - ✓ To ensure the mental health needs of pupils are met and supported by the school
  - ✓ To ensure pupils are well prepared for any future remote learning

## Barriers to learning

	Barrier	Desired outcome
<b>Teaching strategies</b>	A. Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely or who have attachment issues as a result of the closures and COVID 19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the Autumn term 2020.
	B. Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all children. Some children do not have access to a device/internet at home.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use. Training planned and being delivered during Autumn term 2020. Devices to be available for those who need them.
	C. To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of Summer term 2021.
	D. A significant number of keyworker children attended school during the closure period but there was also a significant number of pupils who didn't and not all of those engaged in the remote learning offer.	Detailed Recovery Curriculum Plan in place; Class Teachers are working through this to ensure the learning in Autumn (1) has a focus on the learning lost during the school closure. The key objectives to be covered have been identified by Subject leaders. Particular focus on reading and phonics. Quality First Teaching – use of knowledge organisers, low stake quizzing etc.
<b>Targeted academic support</b>	E. To use September formative assessments to ascertain exactly where all children are in relation to their age related learning, particularly in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020.
	F. Some children may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020. There will also be gaps in phonic knowledge.	Reading skills and phonic knowledge are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.
<b>Wider strategies</b>	G. Some children 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.	Almost all children are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.

## Planned expenditure for current academic year

Teaching priorities for current academic year ie. Professional development and support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/evaluation
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A	<p>All staff to receive ongoing CPD in relation to Mental Health and Wellbeing for pupils and staff.</p> <p>Training provided by the LA on resilience and involvement in Mentally Healthy Schools pilot project. Information about the project will be disseminated to all staff during Autumn (2) 2020 and Spring term 2021</p> <p>See also separate Mental Health Action Plan.</p>	<p>All staff are equipped for early recognition of children's mental health needs as well as their own.</p> <p>The profile of PHSE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all our children.</p>	<p>The resilience staff training is run by the lead Ed psych for the LA.</p> <p>The pilot scheme is run jointly by the LA and CCG. We have been allocated an NHS support worker 1 day a week.</p>	Nil initially.	Teacher's informal assessments	<p>Mental Health Lead (ND)</p> <p>PHSE Lead (KH)</p> <p>RB to support.</p>	
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<p><b>B</b></p>	<p>CPD provided for staff on the effective use of the new online learning platform (Microsoft TEAMS)</p> <p>Children will be trained in its use in school after the staff training.</p> <p>Parents/Carers will be made aware of the platform and how it can support, develop and extend home learning.</p> <p>The Remote Learning Plan will be updated in view of this and an SLT review.</p> <p>Digital Audits will be sent to families to ascertain their access to devices/internet in the event of a bubble closure.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by Autumn (1) 2020.</p> <p>Lessons will be taught on Teams in school and some homework will be set on Teams in Autumn (2) This will give staff, pupils and parents confidence in its use before they need it for home learning.</p>	<p>Microsoft TEAMS has been recommended locally and nationally as an effective platform for home learning.</p> <p>Effective parental engagementsupports home /online learning and ensures greater consistency of learning for children.</p>	<p>£5,000</p> <p>Purchase 3 new teacher laptops for home learning</p> <p>Purchase 11 more pupil ipads. These can be used in school and sent home for home learning.</p> <p>We initially received 6 pupil laptops through the government scheme and recently received another 16. We will have 22 laptops and 11 ipads to loan to families who do not have a device at home to access the remote learning package.</p>	<p>Possible use of Parental/ Pupil/ Staff surveys to ascertain level of confidence with TEAMS</p>	<p>Computing Lead (FW)</p> <p>RB to support.</p> <p>Class teachers to be responsible for implementation.</p>	
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C	<p>To develop resilience and self confidence in our children.</p> <p>Strong relationships between the adults and children will help with this. There will not be specific lessons taught but all adults will be encouraging the children and supporting them with their levels of resilience and confidence. Work will initially be set in smaller chunks with more breaks until the children can build up their stamina after the school closure. Stories will be shared with the children that promote resilience and it will be rewarded and showcased in the classroom.</p>	<p>Children to be more resilient and self-confident; able to access their work with a 'can do' attitude'</p>	<p>There is a wealth of evidence that shows the need for children to develop these skills in order to succeed – including Maslow's Hierarchy of Needs.</p>	<p>Nil</p>	<p>Informal teacher assessment</p>	<p>Class Teachers</p> <p>Overview by Mental Health Lead (ND) and HT.</p>	
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D	<p>To deliver a high quality Recovery Curriculum in Autumn (1) prioritising the key learning missed during school closure.</p> <p>Write and review Recovery Curriculum in liaison with SLT, Subject Leaders and Class Teachers.</p> <p>Review effectiveness and evaluate.</p> <p>Move on to this year's academic curriculum in Autumn (2)</p> <p>Emphasis on Quality First Teaching.</p>	<p>Children to have 'caught up' with the key objectives from school year 19/20 and access the 20/21 curriculum, making accelerated progress.</p>	<p>National Curriculum. DfE Guidance.</p>	<p>Nil</p>	<p>Recovery Curriculum objectives identified as being missed by the subject leaders/class teachers.</p> <p>Assessment week – w/c 7/12/20</p> <p>Spring and Summer assessment weeks TBC.</p> <p>Drop-in monitoring to ensure Recovery Curriculum is being delivered effectively.</p>	<p>RB and ND.</p> <p>Class Teachers and Subject Leaders to analyse the progress made.</p>	
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
E	<p>Reading, Writing and Maths informal teacher assessments made in September 2020 will identify children in need of further targeted support.</p> <p>Class/Bubble based intervention groups to start in Autumn (2)</p> <p>Targeted support National Tutoring Programme – <i>Information about the NTP partners has not been released yet. Will update when it has.</i></p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>Initial September informal teacher assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p>	<p>Nil (TA salaries already budgeted for)</p> <p>TBC</p>	<p>September initial informal assessments.</p> <p>December – Autumn 2 assessment week.</p> <p>Spring and Summer term assessment weeks – dates TBC.</p>	<p>Assessment Lead (ND)</p> <p>RB to support.</p> <p>Maths and English leads (KH/MP)</p> <p>Class Teachers to assess on an ongoing basis and plan interventions.</p> <p>TAs to carry out interventions and provide feedback.</p>	

F	<p>Additional reading and phonics support with identified groups.</p> <p>Core offer-</p> <ul style="list-style-type: none"> <li>✓ English lessons</li> <li>✓ Guided Reading</li> <li>✓ Individual Reading for pleasure</li> <li>✓ Reading across the curriculum</li> <li>✓ Storytime</li> <li>✓ Home reading</li> <li>✓ Phonics/ Spelling</li> </ul> <p>Additional phonics in R/Y1 and Y2. Phonics and additional spelling in Y3. Intervention groups to be put into place. Supply teacher 2 days a week.</p>	<p>Reading and phonics standards to improve as progress and learning develops during 2020/2021</p>	<p>Ongoing school based attainment and progress tracked across each term in 2020/2021.</p> <p>Evidence will come from class teachers, teaching assistants, supply staff and tutors.</p> <p>Year 2 phonics check – December 2020.</p>	<p>TA costs (already in budget)</p> <p>Supply costs for 2 days a week £12,200</p> <p>Purchase new home reading books as we now have more than one year group accessing the same colour band. £2,000</p>	<p>Teachers informal assessments in September and ongoing assessments.</p>	<p>HT for allocation of support costs.</p> <p>English subject lead (MP)</p> <p>Class Teachers to plan.</p> <p>TAs to implement interventions and feedback.</p>	
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**Wider strategies** i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
<b>G</b>	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school – including the Covid Behaviour expectations as set out in the addendum.</p> <p>To encourage all staff to ask for support when needed.</p>	To maintain the high / positive levels of behaviour that we expect from our children	<p>Much work was done by class teachers during the March 2020-July2020Covid 19 school closure in order to maintain the school ethos and approach that we strive for as a school</p> <p>- children still have that good relationship with staff in school and this should provide a positive starting point for behaviour management during 2020/2021.</p>	<p>None Initially.</p> <p>Trainingand CPD costs to be determined as and when required.</p>	<p>Class based ongoing teacher assessments of children’s emotional and behaviouralneeds during Autumn 2020 and beyond.</p>	<p>HT</p> <p>Staff to access support as and when they feel they require it.</p>	

Total budgeted cost	
Action	Cost
2 days a week supply November 2020 – July 2021 to work with targeted groups.	£12,200
IT resources 3 Teacher laptops 11 Pupil i-pads	£5,000
Home reading books	£2,000
National Tutoring Programme	???
Other intervention resources	???
Total spent (Running total)	£17,200

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## ADDITIONAL INFORMATION

Appendix A – Year group lists of children identified for support by Supply Teacher (confidential)

Appendix B – Year group lists of disadvantaged/vulnerable children identified for support with National Teaching Programme. (confidential)

### **Catch Up at Norden CPS is not:**

- ❖ Cramming missed learning
- ❖ Pressuring children into rapid learning
- ❖ Formally testing the children as soon as they return
- ❖ Teachers wasting their time on additional data inputs and tracking

<b>Publish Date</b>	November 2020
<b>Review Dates</b>	Spring term 2021 Summer term 2021
<b>Statement created by</b>	Rachael Bentham (HT)
<b>Governor Lead</b>	Sue Moore- Holmes (Chair)

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## **Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

<b>Governors involved:</b> Resources committee
<b>Committee meeting dates</b> Autumn: November 2020 Spring: March 2021 Summer: June 2021
<b>Autumn 2020 summary</b>
<b>Spring 2021 summary</b>
<b>Summer 2021 summary</b>

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