

COVID-19 catch-up premium report

The mental, physical, and economic impacts of Covid-19 have affected every family in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children, particularly those from disadvantaged backgrounds, or who are vulnerable in other ways, will have been adversely affected by extended time away from school.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their children to make up for lost teaching over the previous months.

While funding has been allocated on a per-child or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for children according to their needs.

Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years.

As a school we need to identify where additional catch-up support may be required by carrying out rigorous and robust assessment of all our children's emotional resilience, attitude and readiness to learn, physical wellbeing and their academic attainment.

Once teachers know the starting points for each child, they can then effectively modify the curriculum to address gaps in knowledge and target individual children who require additional support. Particular focus will be on disadvantaged, SEND and vulnerable children, because research has shown that children in those groups have been the most adversely affected.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	198	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,840		

STRATEGY STATEMENT

- 10.98% Pupil Premium children as of January 2021 (22/202)
- 22.7% SEND children as of January 2021 (46/202)
- It is our intention to raise the attainment of all children in order to close the gap created by COVID-19 school closures and to reduce the attainment gap between disadvantaged children and their peers.
- The vast majority of children from EYFS to Year 6 engaged with the detailed online learning that the school provided. Out of 198 children on roll we had 2 children who did not engage in any school directed learning which equates to 1% of our school population.
- Upon re-opening in September 2020 we had a very good response to children coming back to school. Attendance was mixed across all year groups. EYFS children were brought back on a staggered basis during the first week to ease the transition process since visits were not possible during Summer 2020 due to Covid-19. Overall attendance for Week 1 (7th September 2020) was 96.4% (Excluding EYFS who were not attending on first day of term).
- Due to major building works, our school was fully closed over the summer holiday period. This was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed teachers to come back in Autumn 2020 with renewed energy and professional focus.
- As a staff, we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics.
- It was agreed which baselines were going to use so that we have standardisation and consistency across all year groups and cohorts (Pira/ Puma from Summer Term of the previous year). Baselines will be carried out by the end of September 2020.
- Baseline results will indicate which children across year groups have regressed in terms of their learning. Support and interventions across Reading, Writing and Mathematics will be a focus in order to help identify children and their areas of need.
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts: £80 per child/ 198 children on roll
Overall 2020/2021: £15,840

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Home learning offer monitored, evaluated and developed further during this academic year to improve access to learning at home for all pupils. This will be implemented if children are having to self-isolate, bubbles closed or another National Lockdown implemented.
B	September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics. Pira and Puma to be used and an unaided writing activity. Low levels of Literacy and Numeracy can be identified and targeted teaching prioritised.
C	Focus upon strategies and support which develop greater resilience and self-confidence in all children throughout school.

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. Differences in structured learning experiences since school closures in March 2020.
E	Attendance analysis following full opening September 2020. Some families anxious about the return to school.

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?
<p>A - Home learning offer monitored, evaluated and developed further during this academic year to improve access to learning at home for all pupils. This will be implemented if children are having to self-isolate, bubbles closed or another National Lockdown implemented.</p> <p>A - CPD provided for staff on the effective use of the online learning platform dojo</p>	<p>All children having access to remote learning. Ensure children needing laptops are prioritised.</p> <p>All children receiving at least 3 hours (KS1) and 4 hours (KS2) of daily home learning entitlement. Including pre-recorded input videos for English/ Maths/ Topic/ Phonics and Tables where appropriate.</p> <p>Staff confident in uploading videos to support learning.</p>	<p>EEF research - Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for this academic year.</p> <p>Ofsted research on remote learning. EEF research - the method of delivery is much less important than the quality of that delivery. By prerecording, you can think more carefully about the quality of explanation and more easily build in video clips and other animations that help to bring the explanation to life. Your concentration is entirely on the material produced rather than on what everyone else in the session is doing.</p>	<p>Monitoring of class dojo sessions.</p> <p>Engagement of children accessing on-line learning.</p> <p>Monitoring of recorded dojo sessions.</p>	<p>SJ/ JM/ MT</p> <p>MT</p> <p>MT</p>	<p>October 2020</p> <p>February 2021</p> <p>September 2020</p>

<p>B - September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.</p> <p>Catch up groups ascertained.</p>	<p>Pira and Puma to be used and unaided writing activity.</p> <p>Low levels of Literacy and Numeracy can be identified and targeted teaching prioritised.</p>	<p>EEF research - It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc as well as formal assessments.</p>	<p>Assessments used to group children for catch up priority. These groups will be monitored and impact evidenced.</p>	<p>SJ/ CW and class teachers</p>	<p>Due to 2nd National Lockdown January 2021 – this was stopped and planned to restart April 2021 following updated baseline assessments following return to school on March 8th 2021.</p>
<p>B - Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p>	<p>Children to be confident in the use of basic skills to support their work throughout the curriculum.</p>	<p>It is our belief at Cayton School that children need a good foundation in the basic skills if they are to progress in their learning. It will enable them to work out greater depth problems and improve their thinking skills. Children need to be able to read with some accuracy in order to access the curriculum thoroughly.</p>	<p>Monitoring of books and pupil voice to ensure basic skills are being taught and used throughout the curriculum.</p>	<p>SJ/ JM/ MT</p>	<p>Book scrutiny carried out November 2020 – subject leaders and Governors.</p>

<p>C - Focus upon strategies and support which develop greater resilience and self-confidence in all children throughout school. T</p> <p>C - Time spent on mental health, well-being and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p>	<p>Children show greater resilience and self-confidence.</p> <p>Pastoral care lead to continue to support children within school who are vulnerable, worried or need emotional support.</p> <p>Class teachers to support children's mental health and well-being</p>	<p>EEF research - As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.</p> <p>EEF research - There are many ways social and emotional learning (SEL) can be meaningfully combined with the academic curriculum. For example, in English, taking the opportunity to talk about a character's emotions, along with developing pupils' vocabulary to describe emotions, can be helpful to develop pupil's self-awareness. This may support pupils to articulate their experiences and feelings in this challenging year.</p>	<p>Discussions with class teachers and children. GUNY report 2022 to evidence impact of strategies on resilience.</p> <p>Discussions with parents/ children/ pastoral care lead about emotional support needed.</p>	<p>SJ/ JM</p> <p>LW/ JM</p>	<p>Summer term 2021</p> <p>Autumn 2020 Summer 2021</p>
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>B - Teacher to be employed to teach catch up groups identified by class teachers.</p>	<p>Raise the attainment of all children in order to close the gap created by COVID-19 school closures and to reduce the attainment gap between disadvantaged children and their peers.</p>	<p>EEF research - Having deep subject knowledge and a flexible understanding of the content being taught is clearly important. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress.</p>	<p>Monitoring of teaching.</p> <p>Monitoring of planning and assessment of groups.</p> <p>Record of impact of each group of catch up children.</p>	<p>CW/ SJ/JM</p>	<p>October 2020 July 2021</p>

B – Sports coaches to take half of the class so class teachers can focus teaching for smaller groups of children to support them with bespoke intervention.	Raise the attainment of all children in order to close the gap created by COVID-19 school closures and to reduce the attainment gap between disadvantaged children and their peers.	EEF research – Quality First Teaching. Our recent review of the evidence found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. They provide just some of the strategies that will either already be in the repertoire of every teacher or can be relatively easily added to it.	Analysis of baseline and end of year data to ascertain progress made by all children.	SJ/ JM/ Class teachers	December 2020 July 2021
Total budgeted cost:					£15,853 Teacher (Sports coaches taken out of Sports funding).
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?
Purchase of books: “Here we are” to support return to school curriculum in September 2020	To ensure there is a whole school approach to reengage with school life and to ensure children are ready to learn.	The children will re-connect with each other and re-engage with school life, thinking beyond themselves & the school to the wider world beyond.	Evidence from class teachers of completed work.	JM	September 2020
Purchase of books: “What We’ll Build” Plans for our together future to support return to school curriculum in march 2021	To ensure there is a whole school approach to reengage with school life and to ensure children are ready to learn.	The children will re-connect with each other and re-engage with school life, thinking beyond themselves & the school to the wider world beyond.	Evidence from class teachers of completed work.	JM	March 2021
Subscription of Phonics Play	Children improving phonics knowledge	Learning through play to improve phonics knowledge.	Discussion with class teachers on the use of phonics play.	JM	June 2021

Subscription to Phonics tracker	Clear assessment of where children are in their phonics learning and any gaps in their learning identified.	Targeted intervention used to improve phonic knowledge.	Analysis of phonics tracker and its impact on children's learning.	RW/ JM	June 2021
Subscription of TT Rockstars	Children to improve tables recognition.	Analysis shows children improve recall time when answering multiplication questions.	Analysis of TT Rockstar data.	MT	June 2021
D - Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID-19. Differences in structured learning experiences since school closures in March 2020.	All children able to settle back into the school routine and improve concentration levels.	Children need to re-establish good behavior and routines of school in order to reach their full potential and ensure gaps in learning are addressed.	Pupil voice and discussion with staff.	SJ/ JM	December 2020 July 2020
E - Attendance analysis following full opening September 2020. Some families anxious about the return to school.	Attendance figures in line or better than the National Average.	SDP – Priority to improve attendance to be in line or better than the National Average. To improve the attendance of persistent absenteeism.	Analysis of attendance data.	JM	March 2021 – July 2021
Total budgeted cost:					£350

ADDITIONAL INFORMATION

September 2020 - Teachers carried out baseline assessments in September 2020. Whole school English CLPE unit 'Here We Are'.

Following assessments, the children were grouped into small groups for English and Mathematics and a teacher led bespoke catch up program began for 21 weeks with children in Y2 – Y6 (one morning each week for each year group). This was flexible and changeable depending on need. Sessions were planned and assessed and next steps identified.

January 2021 – 2nd National Lockdown enforced by the Government. The catch up program was stopped at this stage.

March 8th 2021 – Return to school for all children. Class teachers used the 3 weeks of the Spring Term to carry out baseline assessment of all children in Reading (Pira), Mathematics (Puma) and unaided Writing. Whole school English CLPE unit 'What we'll build'.

Following assessments, the children were grouped into small groups for English and Mathematics and a teacher led bespoke catch up program began for 12 weeks with children in Y2 – Y6 (one morning each week for each year group). This was flexible and changeable depending on need. Sessions will be planned and assessed and next steps identified.

From September 2020 – Y2 – Y6 – One afternoon per week the class were split – groups worked with trained coaches on sport activities, allowing the class teacher to work with small groups of children on bespoke catch up intervention work. This continued following the return to school on 8th March 2021.

EYFS children supported by the class teacher, HLTA and GTA

Y1 children supported by class teacher, HLTA and GTA.

After discussions within school and consultation with stakeholders, we decided to use pre-recorded sessions for our remote learning offer (September 2020). This was due to:

- Accessibility – children able to choose when to watch the lesson.
- Availability – children able to pause, rewind and revisit explanations
- EEF research - the method of delivery is much less important than the quality of that delivery. By prerecording, you can think more carefully about the quality of explanation and more easily build in video clips and other animations that help to bring the explanation to life. Your concentration is entirely on the material produced rather than on what everyone else in the session is doing.