

COVID-19 Catch-Up Premium Strategy



COVID-19 Catch-Up Premium Funding: Summary

SUMMARY INFORMATION			
Total number of pupils:	201 Reception – Y6 (October 2020 census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,080		

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years R through to 11.

Payments

This funding will be provided in 3 tranches.

We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data.

For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. 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 £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

Use of funds

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, 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.

DfE guidance - Coronavirus (COVID-19) catch-up premium

STRATEGY STATEMENT

At Laburnum, our catch-up strategy is deeply rooted in our whole school development plan priorities for 2020-21:

1. Further improve provision in the early years with the 'early adoption' of the Statutory framework for the revised early years foundation stage.
2. Secure and sustain high quality provision during the pandemic.
3. Ensure the well sequenced knowledge led curriculum is appropriately adapted (due to the COVID-19 pandemic), monitored and underpinned by effective pedagogy.
4. Secure pupil and staff wellbeing during the pandemic.

At Laburnum our main catch-up priorities are:

- To support the Mental Health and Wellbeing of all pupils to ensure all children feel safe, secure and ready to learn.
- Prioritising embedding learning and accelerating of progress in core subjects, with an initial focus on Reading as a gateway to further learning.
- Pupil re-engagement with the learning process.

Priority Year groups for catch-up:

- Year 1 (transition, progress and attainment)
- Year 5/6 (Tuition – progress and attainment, transition to secondary)

Core approaches to support children in catching up on missed learning:

- Targeted 1:1 and small group tuition (EEF 1:1 +5 months, small group +4 months).
- Targeted resources to support learning in priority year groups.
- Emphasis on Quality First Teaching and developing pedagogy - CPD for all staff.
 - Whole Class Guided Reading: Reading Fluency and Reading Comprehension Strategies (EEF +7 months)
 - Rosenshine's principles CPD and in practice
- Curriculum and intervention emphasis on core subjects.
- Curriculum and intervention emphasis on PSHE, wellbeing and values.

Overall Aims of our catch-up premium strategy:

- To ensure all children have accessed appropriate support and strategies enabling them to access learning with a positive mindset.
- To reduce the attainment gap between your disadvantaged pupils and their peers.
- 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:

<p>A</p>	<p>Impact of prolonged absence from school:</p> <ul style="list-style-type: none"> ▪ Reading: Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't has now increased. The majority of the bottom 20% of readers have been disproportionately affected by a lack of consistent engagement in the reading process. ▪ Writing: Writing has suffered the most as children have lost essential practise of writing skills. Specific knowledge in Grammar has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however the vast majority have not had sustained opportunities to write and have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. ▪ Maths: Specific content has been missed, leading to gaps in learning. Attitudes to Maths are very positive, however assessment show that many children are behind where they would usually be. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. ▪ Non-core: There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences that develop cultural capital e.g. trips, visitors and experiences.
<p>B</p>	<p>Vocabulary/Language development and acquisition: Lack of access to high level talk and texts, specific planned opportunities to teach and acquire vocabulary and daily exposure to tier 2 and 3 words has limited the expansion of vocabulary for a large number of children.</p>
<p>C</p>	<p>Transition and stamina for learning: A lack of formal transition and introduction to new teachers and classes has resulted in some children being less 'ready to learn' and children in some year groups are taking a lot longer than usual to settle – this is amplified by missed learning.</p>

ADDITIONAL BARRIERS

External barriers:

<p>D</p>	<p>Parental engagement</p>
<p>E</p>	<p>Home Learning Environment</p>
<p>F</p>	<p>Attendance – Specific focus groups: Pupil Premium, SEND</p>

Planned expenditure for current academic year

Quality of teaching for all (Emphasis on Quality First Teaching and developing pedagogy - CPD for all staff)						
Barrier	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?
A B	Daily whole class guided reading	Most children to be reading at the expected level for their age	EEF 'Reading Comprehension strategies' add 5 months progress.	<ul style="list-style-type: none"> Learning walks Staff feedback in Pupil Progress Discussions. Pupil voice 	DHT	Ongoing
A B C	Extend the use of the Reading Fluency Project	Most children to be reading at the expected level for their age	EEF 'Reading Comprehension strategies' add 5 months progress.	<ul style="list-style-type: none"> Data checks Listening to pupil's read YARC assessments 	HT/DHT	Termly
A B	Rosenshine's principles CPD	For all staff to use strategies which most effectively build on prior learning and deliver our knowledge based curriculum	Links to EEF's 'Tiered approach' components of high quality teaching.	<ul style="list-style-type: none"> Staff meeting feedback Lesson observations 	HT/DHT	Ongoing
A	<p>Maths Mastery in the EYFS:</p> <p>Building Firm Mathematical Foundations in Reception (NCETM CPD through Enigma Maths Hub)</p>	<p>Participants and their schools will:</p> <ul style="list-style-type: none"> understand progression in maths and how that is translated into direct teaching be able to demonstrate how principles of teaching for mastery can be applied in the Reception classroom demonstrate how to make maths accessible to all children and how to close attainment gaps develop a clear progression of mathematical pedagogy from EYFS through the school model the expectation that all children can access maths learning in Year 1. 	<p>NCETM Progress Report on Teaching for Mastery (July 2019):</p> <p>The NCETM/Maths Hubs Teaching for Mastery Programme is having a significant, positive impact at a number of levels. Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are encouraging signs that pupils are learning maths more securely.</p>	<ul style="list-style-type: none"> Ensure attendance at all relevant CPD events. Staff feedback in Pupil Progress Discussions. 	HT / Maths Lead	Half Termly as part of project and through Pupil Progress Meetings/ Discussions.
Total budgeted cost:						£0.00

Targeted support (Targeted 1:1 and small group tuition (EEF 1:1 +5 months, small group +4 months; Targeted resources to support learning in priority year groups)						
	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?
A B C	To use September Reading baseline to target reading using targeted interventions and varied classroom strategies.	All children to make accelerated progress by Summer 2021 assessment window.	‘Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. These skills all begin with reading.’ (EEF Improving Literacy Guidance Report) During lockdown, children will have missed good quality reading opportunities and regular support from an adult.	<ul style="list-style-type: none"> Class teachers to run ‘Reading fluency project’ in Years 2,3,4 and 6. Daily whole class guided reading in all years. Targeted small group tuition led by teacher. TA running small group tuition in all years. 	HT/DHT	Termly using NGRT and teacher assessment data.
A B C	To provide small group and 1:1 targeted support across the school using tutors.	All children engaged in tuition to make accelerated progress by Summer 2021 assessment window.	EEF + 5 months (1:1 Tuition) and + 4 months (small group tuition).	<ul style="list-style-type: none"> AfL during interventions NGRT results Feedback from class teachers 	HT/DHT	End of interventions
A B C	To provide additional 1:1 and small group support for language development in Reception (Nuffield Early Language Intervention Project – EEF/DfE funded).	Targeted children to make accelerated progress and be closer to reaching expected outcomes / Reception Early Learning Goals.	EEF +3 months in oral language skills, on average, compared to children who did not receive NELI. Children receiving the NELI programme also made additional progress in early word reading and on a teacher administered language assessment.	<ul style="list-style-type: none"> Ensure the lead, teacher and TA have sufficient time to ensure children are screened and identified effectively. EYFS lead to ensure TA has sufficient timetabled time to lead the intervention as set out through training provided. NELI lead to monitor project and support teacher/TA in implementation. 	DHT (English Lead) & EYFS Lead	Half Termly and at the end of the 20 week intervention.

Targeted support (Targeted 1:1 and small group tuition (EEF 1:1 +5 months, small group +4 months; Targeted resources to support learning in priority year groups)

	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?
A B D E	To increase resources to ensure all children have access to reading books matched to their level of phonetic understanding.	Less confident readers in year 1 to have a wider range of texts to practice their reading.	<p>Education inspection framework Overview of research:</p> <p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Early deficits can persist throughout primary education, and children who lag behind in reading during pre-school will typically continue to do so for the rest of their schooling (Olofsson & Niedersoe, 1999; Foorman et al, 1997; Sparks et al, 2014).</p> <p>While important, authentic literature and rich contexts are not a suitable replacement for explicit teaching of phonics decoding skills (Lyon, 1999; Moats, 1996).</p>	<ul style="list-style-type: none"> Additional books purchased to broaden reading material available. To increase book stock to ensure all children can access relevant texts (a greater variety and quantity required). All children are accessing reading books matched to their level of development. 	English Lead	Half termly reading checks with individuals.
					Total budgeted cost:	£15,580

Wider approaches (Curriculum and intervention emphasis on core subjects; Curriculum and intervention emphasis on PSHE, wellbeing and values.)

	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?
B C	To develop our nurture and Lego based therapy provision	Targeted children to be supported with their emotional wellbeing and relationships within school. Targeted children to be settled and have improved communication skills.	COVID19 and lockdown has been especially challenging for many children. It has magnified some antisocial behaviours and has meant that social and emotional support is even more crucial in school.	<ul style="list-style-type: none"> SH to run planned and targeted nurture groups in close communication with the class teachers Lego based therapy to be run with targeted groups Records kept and regular meetings between SH and MD to review provision 	DHT	Ongoing discussion and feedback as part of our SEND/CP regular meetings between HT/DHT & SENDCo.
B F	To use twice-daily circle times to contribute to the provision of a safe and consistent environment built on positive relationships.	Children to feel comfortable to discuss and share emotions. Children to have stronger relationships with their peers and class adults.	In conjunction with our Behaviour principles and Relationship policy, we need to rebuild strong relationships which are the core of our school community and enable all pupils to have a voice and be heard.	<ul style="list-style-type: none"> Learning walks Conversations with staff Positive interactions in the classroom Ongoing support for staff in addressing needs through circle time 	HT/DHT	Half Termly checks and discussion.
D E	To maintain effective communication with parents to strengthen relationships between home and school.	Class Dojo used as a positive way of communicating with parents	Class Dojo was adopted at the start of lockdown and made communication with parents easier. It allow information to be communicated on a personal, class and whole school level and provides an easy way of parents communicating with staff .	<ul style="list-style-type: none"> Weekly and termly summaries questionnaires 	HT/DHT Class teachers	Ongoing

Wider approaches (Curriculum and intervention emphasis on core subjects; Curriculum and intervention emphasis on PSHE, wellbeing and values.)

	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?
A B D E	To embed the use of Class Dojo and develop the use of Google Classrooms to strengthen relationships and learning between home and school.	Class Dojo and Google classroom used effectively to support home learning.	Google classroom will allow teachers to set learning which is knowledge based and can provide instant feedback.	<ul style="list-style-type: none"> Parental feedback Regular Dojo updates 	HT Class teachers	Half Termly review and amend
F	To analyse attendance patterns and identify vulnerable groups and individuals during the pandemic.	Leadership have a comprehensive understanding of which groups and individuals have attendance issues.	‘Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families. DFE Improving school attendance September 2020.	<ul style="list-style-type: none"> Half Termly analysis shared with SLT and Governors 	DHT/Office Manager	Half Termly
F	To ensure effective communication between school and home to identify and address attendance issues.	Attendance of vulnerable groups and individuals improves.	‘Regularly communicate expectations for attendance and punctuality and school performance through your regular channels of communication with pupils and parents.’ DFE Improving school attendance September 2020.	<ul style="list-style-type: none"> Regular documented attendance checks Analysis of data 	DHT/Office Manager	Half Termly Communication ongoing
	Total budgeted cost:					£500