

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	407	Amount of catch-up premium received per pupil:	£44.16
Total catch-up premium budget:	£17,970	Total expenditure	£18,298

### STRATEGY STATEMENT

Overview of catch-up premium strategy. For example

#### Autumn Term 2020:

- To ensure the Summer Curriculum (from missed academic year) is taught
  - ❖ Autumn 1 spent revisiting summer curriculum
  - ❖ Morning and after school catch-up for targeted individuals
  - ❖ Effective Remote Learning platform in place including staff / pupil training to facilitate this

#### Spring Term 2021:

- To catch up on Spring 1 missed learning
  - ❖ Extended school day for 3 ½ weeks

#### Summer Term 2021:

- To narrow the attainment gap for targeted pupils who were significantly impacted by the Spring term school closure
  - ❖ Morning and after school catch-up for targeted individuals

#### The overall aims of catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A:	<p><b>Identified September 2020:</b></p> <p>Using NTS (Standardised scores) <b>Math tests</b> - pupils, on the whole scored about 1 year below expected. PP pupils were up to a year below their peers in most year groups putting them almost 2 years below expected.</p> <p>Using NTS (Standardised scores) <b>Reading tests</b> - pupils, on the whole scored about 2 terms below expected. PP pupils were below their peers in most year groups at about a year below expected.</p>
B	<p>Identified March 2021:</p> <p>Using NTS (Standardised scores) <b>Math tests</b> - pupils, on the whole scored about 2 terms below expected. PP pupils were up to a term below their peers in most year groups putting them almost 1 year below expected.</p> <p>Using NTS (Standardised scores) <b>Reading tests</b> - pupils, on the whole scored about 1.5 terms below expected. PP pupils were below their peers in most year groups at about a term; at almost a year below expected.</p>

## ADDITIONAL BARRIERS

### External barriers:

C	<p><b>Identified September 2020:</b></p> <p>Engagement in Remote Learning was extremely poor during the initial lockdown (March – July 2020). Learning was delivered via the school website and paper packs that parents collected and dropped off at school. Between 10 – 15% of work set was completed overall with less than 5% of work set being completed by PP pupils.</p>
D	<p><b>Identified December 2020:</b></p> <p>After school catch-up was not well attended by pupils most in need.</p>
E	<p><b>Identified December 2020:</b></p> <p>Lack of ICT equipment at pupils homes significantly impacted pupils ability to access remote learning</p>

## Planned expenditure for current academic year

### Autumn Term 2020:

Quality of teaching for all; Academic Barriers addressed.					
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?
Initial pupil assessment	To develop a clear and accurate indication of the impact of school closures and missed learning	<i>'Assessment can help teachers determine how to most effectively support their pupils.'</i> <a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a>	Summer Assessments for previous year group carried out during first week of return so accurate impact is obtained. (standardized scores for reading & Math)  Same tests revisited in October  Expected, end of Autumn tests for the current year group completed in December	Teachers  Oct 20	Sept 2020  <b>Cost of tests: £1550</b>
Autumn term focused on revisiting previous year's summer curriculum.	To ensure all pupils 'caught up' on missed learning. <ul style="list-style-type: none"> <li>The attainment gap is narrowed by at least 1 term</li> <li>Key learning is taught including within the wider curriculum</li> </ul>	Due to the very poor (10-15%) pupil engagement of remote learning during school closures in March 2020, a significant number of pupils had very little if any learning during this time. Without revisiting missed learning, key concepts and skills could be missed inhabiting future learning.	Key learning identified as 'non negotiables' on assessment documents.  All non-negotiables were taught and assessed / evidenced using the normal school assessment procedures.	Teachers	Oct 2020 Nov 2020  <b>Nil cost</b>
Small group tuition in school	To target support for groups of pupils <ul style="list-style-type: none"> <li>Gaps identified in key learning are filled</li> <li>The attainment gap is narrowed by at least 1 term</li> </ul>	<i>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.'</i> <a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a>	Using assessment data obtained from testing in September, pupils who were significantly below expected were identified.  2 hours weekly of small group support either before or after school	Teachers	Dec 2020  <b>Cost of staff overtime: £5025</b>
Total budgeted cost:					£6525.00

External barriers addressed:					
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?
To establish an effective platform for remote learning	Platform in place <ul style="list-style-type: none"> <li>All staff trained</li> <li>All pupils taught to use the platform</li> <li>Parents informed and help videos / information available</li> <li>Homework being completed using this platform</li> </ul>	Work via the school website was not accessible for all as it required printing out of documents. Using a digital platform, where teaching videos are offered, pupils have actual teaching videos and work can be completed online would enable more pupils to be able to access learning. This would also give pupils access to staff via email, messages and video conferencing. Pupils would receive feedback for their work.	Autumn Term: <ul style="list-style-type: none"> <li>Appointed staff member responsible for learning platform</li> <li>Training for all staff</li> <li>Training for all pupils</li> <li>Homework moved onto platform so pupils became familiar with it</li> <li>Parent help videos created and shared.</li> <li>Time given for staff to set up their rooms / upload work</li> </ul>	NP Teachers	Oct 2020  Dec 2020  <b>Cost of google Lead 1 day a week:£1200</b>
				Budgeted cost:	£1200

### Impact:

Initial assessments in Math indicated pupils were, on average, 1 year below expected scoring in the low to mid 90's (standardised score). In reading, they were about 2 terms below expected, scoring in the mid 90's.

The same tests were repeated in October 2020:

In Math, pupils scored 10 – 12 points more than previously indicating they were at the expected standard for the end of the Summer term – catch up of missed learning being effective.

In Reading, all years groups achieved average standardised scores they put them at the expected standard indicating that catch-up of missed learning was effective.

In December 2020, pupils completed tests for their current age range:

In Math, all bar one year group scored within the 'at expected' range. The Year group that did not, scored within the 'working towards' range with an average 6 point increase when compared to September.

In Reading, all year groups average score was within the 'at expected' range.

## Spring Term 2021:

Quality of teaching for all; Academic Barriers addressed.					
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?
Invited pupils into school	<p>All pupils have access to remote learning</p> <ul style="list-style-type: none"> <li>Pupils struggling who are not entitled to a laptop invited into school</li> <li>Parents struggling at home with pupil behavior asked to bring pupils into school</li> </ul>	<p>Parents who were struggling to engage pupils in learning or could not offer any support / ICT access at home would not miss out on learning.</p> <p>We have many families with multiple children and limited devices – allowing pupils in school where no alternative provision could be offered ensured pupils did not miss learning.</p>	<p>Parent communication kept consistent through weekly phone calls, emails and the parent app.</p> <p>Monitoring of pupil engaged to identify pupils not accessing remote learning – phone call to families by teacher</p>	SC	<p>Throughout Jan – March 2021</p> <p><b>Nil cost</b></p>
Extended school day	<p>To ensure rapid response to tackle attainment gaps.</p> <ul style="list-style-type: none"> <li>School day extended by up to an hour, four days a week, for all pupils</li> </ul>	<p><i>'Extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behavior'</i></p> <p><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a></p> <p>During previous small group tuition during Autumn term, some pupils who were most in need did not attend. Parents claimed they could not return to school later after collecting siblings.</p> <p>By extending the day for all pupils, not only were the needs of far more pupils addressed, but it negated the need to return to collect children more than once for parents.</p>	<p>End of term assessments to measure impact of time in school.</p> <p>Monitoring of APP – evidence trail from Catch up work.</p>	SC	<p>31<sup>st</sup> March 2021</p> <p><b>Staffing overtime:</b> <b>£5773</b></p>
				Budgeted cost:	£5773

External barriers addressed:

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?
Laptops to FSM pupils	<p>To ensure all FSM pupils have access to online learning / homework</p> <ul style="list-style-type: none"> <li>All FSM pupil families have at least 1 device</li> <li>On line homework is being completed</li> <li>In the event of self-isolation</li> </ul>	<p><i>'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. Lack of access to technology has been a barrier for many disadvantaged children.'</i></p> <p><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a></p>	<p>Using PP funding, purchased 40 laptops using LGFL initiative</p> <p>31 laptops received from DfE initiative</p> <p>All laptops checked / secured by school technician</p> <p>Acceptable use agreement drawn up and shared with parents</p> <p>Parents sign for laptop</p> <p>Teachers to keep homework record and notify parents if homework is not completed.</p> <p>If consistently not completed, teachers to notify HT.</p>	<p>SC</p> <p>SC</p> <p>Teachers</p>	<p>April 21</p> <p>March 21</p> <p>On going</p> <p><b>Nil cost</b></p>
Monitoring the effectiveness / engagement of remote learning	<p>To ensure effective provision is in place for remote learning</p> <ul style="list-style-type: none"> <li>HT monitor work completed fortnightly</li> <li>Data informs HT of % work being completed by key groups of pupils</li> <li>Provision reflects curriculum and expectations in school</li> <li>Learning is evident</li> <li>Support staff provide good quality support and interventions remotely</li> </ul>	<p><i>'Great teaching is the most important lever schools have to improve outcomes for their pupils.'</i></p> <p><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a></p> <p>Monitoring work on offer will help to ensure high quality learning is provided.</p> <p>Staff accountability continues</p> <p>Support staff are used effectively</p>	<p>Fortnightly data analysis of % work completed by groups of pupils</p> <p>Reviewing provision using adapted criteria linked to expectations for remote learning</p> <p>Reference to school Remote Learning Policy</p>	<p>SC</p>	<p>Fortnightly: Jan – March 21.</p> <p><b>Nil cost</b></p>
				Budgeted cost:	£0

## Impact:

January 2021 – March 2021 saw 33 pupils attending school every day. From these 58% (19 pupils) were from Key Worker families, 9% (3 pupils) were vulnerable pupils and 34% (11) were invited into school to support parents who were struggling.

During the initial period of school closure from March – July 2020 only 10 – 15 % of pupils completed remote learning. Less than 5% of work was completed by disadvantaged pupils.

During the second lockdown, we initiated google classroom;

We saw an increase in the amount of work being completed for all groups of pupils, with on average, 60% of pupils completing remote learning by the third week.

Below shows average % difference in the number of pupils completing remote learning: comparing the first week of remote learning to the final week.

Whole school – pupil groups	22 <sup>nd</sup> – 5 <sup>th</sup> March % completing English work	Whole School - English	22 <sup>nd</sup> – 5 <sup>th</sup> March % completing Math work	Whole School - Math	22 <sup>nd</sup> – 5 <sup>th</sup> March % completing Wider curr work	Whole School – Wider Curriculum
All pupils	51%	Similar throughout	58%	A slight increase of <b>4%</b> overall.	52%	A slight increase of <b>3%</b> overall.
GT/HA	71%	<b>14%</b> increase in work being completed	81%	<b>18%</b> increase in work being completed	51%	<b>1%</b> increase in work being completed
MA	56%	<b>7%</b> increase overall	66%	<b>11%</b> increase overall	43%	<b>8%</b> decrease in work completed
LA	37%	Similar throughout	42%	<b>5%</b> increase overall	44%	<b>5%</b> increase overall
PP	37%	<b>9%</b> increase overall	44%	<b>10%</b> increase overall	49%	<b>5%</b> increase overall
SEN	42%	<b>17%</b> increase in work being completed	44%	<b>12%</b> increase in work being completed	42%	<b>6%</b> increase in work being completed
Initial EAL	26%	An increase of <b>11%</b> overall	33%	An increase of <b>8%</b> overall	54%	<b>3%</b> increase overall

Overall, the engagement of pupils increased indicating arrangements made in relation to google classroom had a significant impact. Although the % of all pupils completing remote learning was not high; at just over 50%, it is significantly higher than the 10 – 15% engagement during the first school closures in March 2020.

The engagement of the most vulnerable also increased from less than 5% during March – July 2020 to over 40% during the current school closure.

Laptops provided to FSM pupils resulted in the engagement of pupils during remote learning increased from 5% during the initial lockdown in 2020 to almost 50% of pupils engaging during the 2021 lockdown – an increase of up to 45%.

## Summer Term 2021:

Quality of teaching for all; Academic Barriers addressed.					
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?
Small group tuition	To ensure effective progress for lower attaining pupils <ul style="list-style-type: none"> <li>Pupils make more than expected progress</li> <li>NTS results indicate that the attainment gap identified in March 2021 has reduced</li> </ul>	Overall, evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.  <a href="#">Education Endowment Foundation – Evidence Summary.</a>	Using NTS standardized scores (March 2021) identify pupils in most need and in which specific area (Math, Reading, Writing)  X2 30 - 60 minute, weekly small group tuition sessions out of school hours, led by teacher / HLTA.	SC	June 2021  Staff overtime: <b>£4,800</b>
				Budgeted cost:	£4,800

Total Spend: Autumn Term	Total Spend: Spring Term	Total Spend: Summer Term	Total Annual Spend: 2020-21
£7725.00	£5773.00	£4800.00	<b>£18,298.00</b>



## Year group tracking of attainment

Below shows the attainment gap, at key points throughout the academic year, and the corresponding attainment gap.

CLASS	Subject	Sept 20	Attainment Gap from expected standard	Dec 20	Attainment Gap from expected standard	July 21 Excluding new arrivals.	Attainment Gap from expected standard	Catch up Since Sept 2020
Rec	Math	10.88	2 terms below expected	12.96	1 term below expected	15.35	Half a term below expected	Attainment gap narrowed by a term and a half
	Reading	10.67	2.5 terms below expected	12.55	1.5 terms below expected	15.22	Just over half a term below expected	Attainment gap narrowed by 2 terms
	Writing	10.92	2 terms below expected	12.69	Almost 1.5 terms below expected	15.58	Half a term below expected	Attainment gap narrowed by a term and a half
Yr 1	Math	14.21	Almost 2 terms below expected	16.29	Almost 2 terms below expected	18.02	1 term below expected	Attainment gap narrowed by a term
	Reading	14.05	2 terms below expected	16.18	1 term below expected	17.72	Just over a term below expected	Attainment gap narrowed by almost a term
	Writing	14.05	2 terms below expected	16.18	1 term below expected	17.28	Over a term and a half below expected	Attainment gap narrowed by almost a term and a half
Yr 2	Math	18.09	1 term below expected	19.14	1 term below expected	21.55	Half a term below expected	Attainment gap narrowed half a term
	Reading	18.02	1 term below expected	19.04	1 term below expected	21.27	Just over half a term below expected	Attainment gap narrowed half a term
	Writing	17.95	1 term below expected	18.94	1 term below expected	21.16	1 term below expected	Gap remains
Yr 3	Math	20.00	2 terms below expected	21.44	1.5 terms below expected	23.79	Just over a term below expected	Attainment gap narrowed by almost a term
	Reading	19.98	2 terms below expected	21.44	1.5 terms below expected	23.88	Just over a term below expected	Attainment gap narrowed by almost a term
	Writing	19.84	2 terms below expected	21.27	Almost 2 terms below expected	23.83	Just over a term below expected	Attainment gap narrowed by almost a term

Yr 4	Math	23.58	1.5 terms below expected	24.82	Just over a term below expected	26.88	Just over a term below expected	Attainment gap narrowed by almost half a term
	Reading	23.22	Almost 2 terms below expected	24.78	Just over a term below expected	27.06	1 term below expected	Attainment gap narrowed by almost a term
	Writing	23.12	Almost 2 terms below expected	24.65	1.5 terms below expected	26.73	Almost 1.5 terms below expected	Attainment gap narrowed half a term
Yr 5	Math	26.23	Almost 2 terms below expected	27.84	Just over a term below expected	30.45	Half a term below expected	Attainment gap narrowed by almost a term and a half
	Reading	25.98	Almost 2 terms below expected	27.53	1.5 terms below expected	30.07	1 term below expected	Attainment gap narrowed by almost a term
	Writing	25.71	Over 2 terms below expected	27.18	2 terms below expected	29.98	1 term below expected	Attainment gap narrowed by a term
Yr 6	Math	28.26	Almost 3 terms below expected	29.38	2.5 terms below expected	32.52	1.5 terms below expected	Attainment gap narrowed by a term and a half
	Reading	28.22	Almost 3 terms below expected	29.20	Almost 3 terms below expected	32.43	1.5 terms below expected	Attainment gap narrowed by a term and a half
	Writing	27.98	3 terms below expected	28.92	3 terms below expected	32.41	1.5 terms below expected	Attainment gap narrowed by a term and a half

Overall, catch-up has resulted in the attainment gap closing for all pupils across all core subject areas.

The gap has not completely closed yet – it remains between half a term and a term for all year groups in all areas.