

# COVID-19 catch-up premium report

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

### SUMMARY INFORMATION

|                                |         |  |         |
|--------------------------------|---------|--|---------|
| Total number of pupils:        | 386     | Amount of catch-up premium received per pupil: | £32.37  |
| Total catch-up premium budget: | £12,830 | Total expenditure                              | £12,495 |

### STRATEGY STATEMENT

Overview of catch-up premium strategy.

#### Autumn Term 2021:

To ensure tailored tuition support for pupils who have been significantly impacted by the pandemic.

- ❖ Autumn 1 teacher assessments to identify those in most need prioritising disadvantaged pupils
- ❖ Autumn 1; National Tutoring Programme registration and enroll identified pupils
- ❖ Autumn 2; National Tutoring Programme 15 week programme to begin with a 'writing' focus (7 sessions completed)
  - X1 group session for Year 3 pupils (ratio 1:3) – 3 pupils
  - X2 group session for Year 4 pupils (ratio 1:3) – 6 pupils
  - X1 group session for Year 5 pupils (ratio 1:3) – 3 pupils
  - X1 group session for Year 6 pupils (ratio 1:3) – 3 pupils
  - 1:1 sessions for Year 4 pupil
  - 1:1 sessions for Year 6 pupil

#### Spring Term 2021:

- To ensure tailored tuition support for pupils who have been significantly impacted by the pandemic.
  - ❖ Spring 1; Continue with NTP sessions from previous term (6 sessions completed)
  - ❖ Spring 1; teacher assessments to identify those in most need prioritising disadvantaged pupils
  - ❖ Spring 1; National Tutoring Programme registration and enroll identified pupils
  - ❖ Spring 2; National Tutoring Programme 15 week programme to begin with 'reading and writing' focus (6 sessions completed)
    - X2 group session for Year 2 pupils in reading (ratio 1:3) – 6 pupils
    - X2 group session for Year 2 pupils in writing (ratio 1:3) – 6 pupils
    - X2 group session for Year 3 pupils in reading (ratio 1:3) – 6 pupils

- X2 group session for Year 3 pupils in writing (ratio 1:3) – 6 pupils
  - X1 group session for Year 4 pupils in reading (ratio 1:3) – 3 pupils
  - X1 group session for Year 5 pupils in writing (ratio 1:3) – 3 pupils
  - X1 group session for Year 6 pupils in writing (ratio 1:3) – 3 pupils
  - 1:1 sessions for Year 4 pupil in reading
  - 1:1 sessions for Year 4 pupil in reading
- ❖ Spring 2; Assess impact using teacher assessment for Autumn / Spring groups in writing.

**Summer Term 2021:**

- To ensure tailored tuition support for pupils who have been significantly impacted by the pandemic.
  - ❖ Summer 1 & 2; Continue with NTP sessions from previous term (9 sessions completed)
  - ❖ Summer 2; Assess impact using teacher assessment for Spring / Summer groups in writing / reading.

**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 2021:</b></p> <p>Using Teacher assessment for writing - pupils, on the whole scored about 1 to 2 terms below expected. PP pupils were below their peers in most year groups at about 2 terms putting them, on average, 3 – 4 terms below the expected standard.</p>  |
| B: | <p>High percentage of EAL pupils. Limited vocabulary is a barrier to accessing high level text and writing</p> <p>September 2020 – July 2021 saw 54 new entrants joining Camrose. 92% were EAL with % of new entrants having no spoken English</p> <p>September 2021 – December 2021 saw 27 new entrants joining Camrose. 56% of new entrants had no spoken English</p> |
| C: | <p><b>Identified December 2021:</b></p> <p>Using NTS (Standardised scores) <b>Math tests</b> - pupils, on the whole scored about 1 term below expected with 45% of pupils below the expected standard in Reading.</p> <p>PP pupils were up to 2 terms below their peers in most year groups putting them up to 1 year below expected.</p>                               |

| Additional Barriers |  |
|---------------------|--|
| External Barriers   |  |
| D:                  | Many parents have limited language to support their children   |
| E:                  | Lack of ICT equipment at pupils homes significantly impacted pupils ability to access remote learning / homework |

## Planned expenditure for current academic year

### 2021 - 2022:

| 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><br><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a>  | Summer Assessments for July 2021 used to identify underachieving pupils.<br><br>July Teacher assessment for writing used to identify underachieving pupils.<br><br>All July 2021 data used to target area where attainment gap is significant | SC<br><br>Teachers in progress meetings | Termly review<br><br><b>Cost of tests: £2500</b>      |
| National Tutoring Programme registration and enroll identified pupils<br><br>Start 15 session programme for writing across KS2 | The attainment gap is narrowed by at least 1 term   | <i>'There is extensive evidence supporting the impact of highquality one to one and small group tuition as a catch-up strategy.'</i><br><br><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a> | Using assessment data obtained from teacher assessments in July 2021, pupils who were significantly below expected were identified.<br><br>1 hour weekly of small group tuition during the school day   | SC<br><br>NTP tutor                     | March 22 review<br><br><b>Cost of tutoring: £2975</b> |

| <p>National Tutoring Programme registration and enroll identified pupils</p> <p>Start 15 session programme for writing and reading</p> | <p>To target support for groups of pupils</p> <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>   | <p><i>'There is extensive evidence supporting the impact of highquality one to one and small group tuition as a catch-up strategy.'</i></p> <p><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a></p> | <p>Using assessment data obtained from testing in December 2021, pupils who were significantly below expected were identified.</p> <p>1 hour weekly of small group tuition during the school day:</p> <ul style="list-style-type: none"> <li>❖ 6 Reading groups</li> <li>❖ 2 (1:1) Reading</li> <li>❖ 6 Writing groups</li> </ul> | <p>SC</p> <p>NTP tutor</p>                    | <p>July 22 review</p> <p><b>Cost of tutoring: £3020</b></p>                              |
|--|---|--|---|---|--|
| Total budgeted cost:   |   |  |   |   | £8495.00   |
| <b>External barriers addressed:</b>  |   |  |   |   |  |
| 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>Parent Educating Parent group in place with new recruits who speak key languages</p> <p>Workshops for EAL parents</p>               | <p>Improved communication with all parents:</p> <ul style="list-style-type: none"> <li>❖ Attendance at events / meetings improved</li> <li>❖ Home language assessments completed</li> <li>❖ Communication with parents clear; translating / interpreting</li> </ul> <p>EAL parents clear about processes for EAL / SEND pupils</p> <ul style="list-style-type: none"> <li>❖ Pupils accessing remote learning from home</li> </ul> |  | <p>Parent questionnaires Increased</p>  | <p>EAL Lead<br/>SENCO<br/>Learning Mentor</p> | <p>Termly</p> <p><b>Cost of staffing: £1200</b></p> <p><b>Cost of staffing: £800</b></p> |

|   |   |   |  |                           |  |
|---|---|---|--|---------------------------|--|
| Provide laptops to disadvantaged families and Remote Learning training to all parents | <p>All disadvantaged families have access to remote learning platform</p> <p>Parent feel confident to support their children accessing the remote learning platform</p> | <p>Work via the school website was not accessible for all as it required printing out of documents.</p> <p>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.</p> <p>This would also give pupils access to staff via email, messages and video conferencing.</p> <p>Pupils would receive feedback for their work.</p> | <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>• Workshops for all parents</li> <li>• Homework moved onto platform so pupils became familiar with it</li> <li>• Parent help videos created and shared.</li> </ul> | <p>NP</p> <p>Teachers</p> | <p>Ongoing</p> <p><b>Cost of staffing: £2000</b></p> |
| Total budgeted cost:  |   |   |  |                           | £4000  |

|                             |
|-----------------------------|
| Total Annual Spend: 2021-22 |
| <b>£12,495</b>              |

Impact:

**Quality of teaching for all**

| Action   | Intended outcome and success criteria   | Impact   |
|--|---|--|
| <p>National Tutoring Programme registration and enroll identified pupils</p> <p>Start 15 session programme for writing across KS2</p>  | <ul style="list-style-type: none"> <li>The attainment gap is narrowed by at least 1 term</li> </ul>   | <p>This programme ran from October 2021 until February 22 and targeted Writing.</p> <p>All pupils (100%) made at least expected progress in Writing with 10 pupils (60%) making more than expected progress in Writing.</p> <p><b>This has resulted in the attainment gap being reduced for 60% of the tutored pupils in Writing by at least a term.</b></p>   |
| <p>National Tutoring Programme registration and enroll identified pupils</p> <p>Start 15 session programme for writing and reading</p> | <p>To target support for groups of pupils</p> <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> | <p>This programme ran from February 2022 until June 22 and targeted Reading and Writing.</p> <p>Writing – 18 pupils:</p> <p>All pupils (100%) made at least expected progress in Writing with 16 pupils (89%) making more than expected progress in Writing.</p> <p><b>This has resulted in the attainment gap being reduced for 89% of the tutored pupils in Writing by at least a term.</b></p> <p>Reading – 18 pupils:</p> <p>All pupils (100%) made at least expected progress in Reading with 16 pupils (89%) making more than expected progress in Reading.</p> <p><b>This has resulted in the attainment gap being reduced for 89% of the tutored pupils in Reading by at least a term.</b></p> |

## External barriers addressed

| Action                        | Intended outcome and success criteria   | Impact  |
|-------------------------------|---|---|
| Supporting parents and carers | <p>Improved communication with all parents:</p> <ul style="list-style-type: none"> <li>• Attendance at events / meetings improved</li> <li>• Home language assessments completed</li> <li>• Communication with parents clear; translating / interpreting</li> </ul> <p>EAL parents clear about processes for EAL / SEND pupils</p> <ul style="list-style-type: none"> <li>• Pupils accessing remote learning from home</li> </ul> | <p><b>Parent questionnaire shows 99% of parents feel that the school helps them to support their child's learning.</b></p> <p>Parents have the opportunity to email all class-based teachers to communicate concerns.</p> <p>A total of 24 parent workshops were led by the school.<br/>           14 (59%)for EYFS parents<br/>           4 (17%)for KS1 parents<br/>           6 (25%)for KS2 parents</p> |
| Access to technology          | <p>All disadvantaged families have access to remote learning platform</p> <p>Parent feel confident to support their children accessing the remote learning platform</p>   | <p>From the 51 PP families, 27 (53%) took up the offer of a laptop from the school.</p> <p>This equates to 51% of PP pupils being provided with online learning access at home by the school.</p> <p>Parent workshops were held for all year groups focusing on using 'Google classroom'.</p>   |