

# COVID Catch-Up Premium Report for: Burtonwood Community Primary School



## COVID Catch-Up Premium spending: summary

SUMMARY INFORMATION			
Total number of pupils of roll:	211	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,240 (Based upon last census)		

### 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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

## STRATEGY STATEMENT

- Your school's catch-up priorities

All Pupils	PPG Pupils
<p>Initial assessment has highlighted the following priorities on return to school post Covid closure:</p> <ul style="list-style-type: none"> <li>• <b>Early language skills</b></li> <li>• <b>Phonics</b></li> <li>• <b>Reading</b></li> <li>• <b>Vocabulary, skills and knowledge application</b></li> <li>• <b>Capacity to work with increased independence</b></li> <li>• <b>Access to further improved remote learning in the event of closure</b></li> </ul>	<p>Initial assessment has highlighted the following priorities on return to school post Covid closure for pupils in receipt of PPG – these are also highlighted within the PPG Plan:</p> <ul style="list-style-type: none"> <li>• <b>Early language skills</b></li> <li>• <b>Phonics</b></li> <li>• <b>Reading</b></li> <li>• <b>Vocabulary, skills and knowledge application</b></li> <li>• <b>Capacity to work with increased independence</b></li> <li>• <b>Effective access to remote learning technology and provision to support learning both at home and in school.</b></li> </ul>

Baseline assessment showed that 84 pupils had significant gaps in attainment

- The overall aims:
  - To reduce any learning loss due to Covid19 closure so that all pupils make at least inline or better progress than pupils nationally at EYFS, Y1 phonics, KS1, Year 4 Multiplication AND KS 2
  - To increase pupil's engagement in online learning both at home and school
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
  - To improve Reading across the whole school in order to effectively raise learning outcomes across the curriculum (in school or remote learning)

## Barriers to learning

The following data sources were used to identify barriers to attainment at Burtonwood CP School:

- Individual pupil catch-up plans from the summer term, detailing gaps in remote learning
- Internal baseline assessment and initial pupil progress reviews
- Analysis of prior attainment data
- Consultation with parents of identified students
- Attendance records
- The EEF [families of schools database](#)
- IDSR - 3 Year Report

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor speech and language skills, particularly vocabulary, from on entry
B	Low numbers of children in EYFS meeting 40-60+months criteria for early language, reading and writing in the baseline assessment: 33% for Understanding; 13% for reading; 10% for writing
C	Some students have significant gaps in knowledge. Units of work were taught during lockdown and partial opening, however, engagement with these varied considerably. Some students did not engage well, and learning did not necessarily embed successfully even for those students who did engage well. These students are less able to access pre-requisite knowledge when learning something new in their current year group and they are less likely to make connections between concepts and themes throughout the curriculum on an ongoing basis. 84 children from Years 1-6 (47% of all Year 1-6 students) have been initially identified as not being on track and needing additional tuition or intervention to close the gap. This includes 29 of 38 Year 1-6 children (76%) on Pupil Premium, indicating how the majority of disadvantaged children have been further disadvantaged by the pandemic. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

## ADDITIONAL BARRIERS

### External barriers:

D	Attendance – students on Pupil Premium and/or with SEND historically have lower attendance than students not on Pupil Premium and non-SEND (this has been exacerbated by Covid19 measures)
E	Parental engagement in children’s education – linked to remote learning and home learning partnerships
F	Social, emotional and economic needs for an increasing number of families post Covid19

## Planned expenditure for current academic year

### Quality of teaching for all - teaching and whole school strategies - Supporting great teaching, pupil assessment and feedback and transition support

**Baseline:** September summative assessment of children place in phonics, reading and maths has identified the key priorities as identified above and analysis has informed next steps in teaching and intervention. Autumn 2 summative assessments in Years 1 – 6 will give further data for phonics, reading, writing, spelling, grammar and maths. Children in Reception class have completed the EYFS baseline assessment.

Year 2 children have completed the Year 1 phonics assessment. This formative data will be used to support Spring Term catch up provision and intervention.

Action	Intended impact 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><u>Supporting high quality teaching:</u></b>  <b>To identify effective targeted support needed for students (including those eligible for the PPG) through highly effective Pupil Progress Meetings</b></p>	<p>All pupils reduce any deficits in learning, in all subjects across all year groups.</p>	<p>Increased leadership capacity for high quality pupil progress meetings, half termly, drives this as a priority for all pupils.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.eef.org.uk/~/media/EEF/Reports-and-guidance/2020-21/School-Planning-Guide-2020-21.pdf">EEF School Planning Guide</a> 2020-21</li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/school-themes/">https://educationendowmentfoundation.org.uk/school-themes/</a></li> <li>• <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></li> </ul> <p><b><u>Teaching assessment and feedback</u></b>            Teachers gain a greater degree of confidence in analysing assessment results to identify gaps and trends. and accuracy. From this, teachers have a very clear understanding of what gaps in learning remain and use this to inform planning and delivery of lessons to close them successfully.</p>	<p>Moderation, both internal and external, in Maths and English.</p> <p>Pupil book scrutiny</p> <p>Formative and summative assessment data</p> <p>Lesson observations</p>	<p><b>HT</b> <b>DHT</b></p>	<p>Half termly</p>



<p><b>Increase the application and understanding of vocabulary, key skills and knowledge for all pupils through the development of knowledge organisers and use of planned regular retrieval strategies</b></p>	<p>Increased vocabulary application, skills and knowledge – all children learn more, remember more and apply more through the methodologies within the foundation curriculum.</p>	<p>Rosenshine's Principles of Instruction - <a href="https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf">https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf</a></p> <p>Sweller Cognitive Load Theory - <a href="https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/">https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> </ul> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Subject lead monitoring and review timetable from Spring term onwards</p> <p>Pupil Book Scrutiny</p>	<p>Subject leads</p> <p>HT DHT</p> <p>Subject leads</p>	<p>Half Termly from roll out</p>
<p><b>Increase participation in online remote learning and extend learning time opportunity as well as mitigate against attendance due to COVID</b></p>	<p>Purchase 25 additional devices for disadvantaged children to use in school and to loan in case of closure</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>		<p>HT DHT LE</p>	<p>Seesaw uptake at the closure of each bubble and ongoing</p> <p><b>Cost met from PTFA donation of £2500 and from capital £5114</b></p>

**Targeted support - One-to-one and small group tuition , intervention programmes and extended school time**

**Baseline:** Autumn term formative assessment of children has identified the key priorities as identified above. Appropriate summative assessments took place in phonics, reading and spelling and the GAP analysis has informed next steps in teaching and intervention. At the end of Autumn 2 summative assessments in Year 3 – 6 will have data for reading, maths and SPAG . Year 2 will undertake the Year 1 phonics assessment. This formative data will be used to support Spring Term catch up provision and intervention.

Action	Intended impact 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>1:1 and Small Group Teacher Tuition</b></p> <p><b>Full-time Academic Mentor to support teaching in phonics and reading provided from February half term for those vulnerable at making progress</b></p> <p><b>Catch Up 1:1, 1:2, 1: small group (HLTA, Level 3 and Level 2 teaching assistant) including interventions during the school day, and tuition sessions before or after school, extending the school day</b></p>	<p>Identified children will have significantly accelerated progress and close attainment gaps.</p> <p>The attainment of all identified children improves and dips in reading attainment from lockdown is negated.</p> <p>All targeted pupils catch up lost learning including those that are shielding at home and those in school identified by baseline assessment</p> <p>Identified children are able to access catch-up sessions (30 mins – 60 mins). The attainment of identified children improves and effect of lockdown is negated. Parents being supportive of the sessions and understanding the identification process, commitment and desired outcomes.</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/promising/">https://educationendowmentfoundation.org.uk/tools/promising/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">EEF School Planning Guide</a> 2020-21</li> </ul> <p>EEF: One to one tuition Moderate impact for high cost, based on extensive evidence</p> <p>EEF: Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p>Switch On Reading – EEF intervention to support decoding in reading for those identified as needing this.</p>	<p>Data analysis PPM</p> <p>Pupil book scrutiny</p> <p>Formative and summative assessment data</p> <p>Lesson and intervention observations</p>	<p>HT DHT</p> <p>LJ</p> <p>HT DHT</p>	<p>Half termly at PPM's</p> <p><b><u>COST:</u></b> <b>£4000</b></p> <p><b><u>COST:</u></b> <b>Supported by Academic mentoring scheme (Additional projected costs from TA budget £3644)</b></p> <p><b><u>COST</u></b> <b>£8845</b></p>



<p><b>Nuffield Early Language Intervention -</b></p>	<p>School bid accepted.  All pupils in EYFS screened for deficits in early language skills impeding acquisition of phonics knowledge.  Identified children benefit from an evidence-based programme run daily by a trained teaching assistant with EYFS experience, led by EYFS lead.</p>				<p>Free screening tool and training</p> <p><b>COST:</b>  Additional teaching assistant – to support teacher with other pupils in class  £8000 from Pupil Premium funding</p>
					<p><b>Total budgeted cost from Catch-up Premium: £16,240</b></p> <p>Total cost <b>£33154</b></p>

**Wider strategies / Other approaches – Supporting parents and carers, access to technology, out of school(holiday) support**

**Baseline: Analysis of remote learning uptake during closure showed an average of % of pupils engaging in home learning – this highlighted the need to undertake a technology deficit audit across the school to ensure effective targeted support. Early pupil and parental consultation on return to school highlighted the need to focus on developing effective pupil learning behaviours with a specific focus on independence and attendance at school.**

Action	Intended impact 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><u>Supporting parents and carers</u></b> Additional online learning resources will be purchased, to support children learning at home. Seesaw and Spelling Shed will be purchased to go with our existing offer of Reading Plus, Times Table Rockstars, Mathletics and SPAG.com, so that children can practice key skills at home.</p> <p>Home learning packs to be sent home with/for self-isolating children to support remote and online learning e.g. maths apparatus, stationery</p>	<p>Children will have greater opportunities to access to high quality learning and feedback at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning overtime.</p> <p>Seesaw will allow for ease of parent-teacher communication and for parents to see children's in-school achievements.</p> <p>Hands-on resources to support and complement on-screen learning at home – increase engagement and outcomes for all pupils.</p>	<p><b><u>EEF: Parental involvement</u></b> Moderate impact for moderate cost, based on moderate evidence: Working with Parents to Support Children's Learning. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	<p>Parent feedback</p> <p>Seesaw reports</p> <p>Pupil voice</p> <p>Pupil outcomes</p>		<p>Half termly</p> <p><u>COST:</u> Seesaw from Omega MAT central costs</p> <p>Spelling Shed from English subject budget £150</p> <p>Classroom resources allocated as necessary</p>
<b>Total budgeted cost:</b>					<b>£150</b>

Cost paid through Covid Catch-Up	£16,240
Cost paid through school budget	£16914
Cost paid through central service Omega Multi Academy Trust	SeeSaw

**ADDITIONAL INFORMATION**

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**Monitoring the impact and effectiveness of Catch-Up Premium expenditure**

**IMPACT EVALUATION & QUALITY ASSURANCE**

Expenditure will be reviewed internally as part of SSE process and externally by the Trust/SIP.

First update – February 2021

Individual school plans will feed into a report to Trustees in February 2021 & July 2021.