

Higher Walton CE Primary School

COVID catch-up premium report 2020-21

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	110	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8815		

CONTEXT

Higher Walton CE Primary School is a small school on the outskirts of Preston, with average disadvantage and higher than average SEN. We strive to ensure all our pupils experience “Life in all its fullness”, meeting their needs including those who are more vulnerable.

Our remote education strategy enabled the majority of children to maintain engagement at some level.

March 2020

Paper packs lasting 2 weeks were sent home with all children prior to school closure. We swiftly trained staff and adopted Seesaw as a home learning platform. Seesaw was used to communicate with families, and was promoted via Parentmail and school social media channels.

Summer 2020

Teachers uploaded lessons to Seesaw daily, continuing with White Rose maths via video teaching, Bug Club reading e-books, phonics/SPaG, writing and PE. Additional lessons in RE and topic were set weekly. Purplemash and Sumdog platforms were also used regularly. Children were able to complete work directly on tablets/PCs or complete on paper and upload photographs of their work. Personalised feedback was given to all work submitted. Weekly contact was made throughout. School also provided childcare for 2 keyworker children, run by a team of SLT and teaching assistants on rota.

Enrichment events were also provided, eg VE75 street party and virtual sports day.

June 2020

School reopened in phases throughout June 2020 for 15 keyworker children, 10 Year 6, 10 EYFS (in 2 groups of 5) and Year 1/further keyworkers – totaling 40% of the school. One EHCP pupil attended the keyworker bubble, the other did not due to being clinically vulnerable; one CLA attended, the other did not – both with the agreement of social services. Remote learning continued to be provided throughout this period for all those still at home.

Autumn 2020

Teachers implemented “Step up September” to reintroduce school expectations. Formative assessment was undertaken to establish where interventions were needed; these were mainly provided in class via quality first teaching or targeted intervention. We introduced some Oak Academy lessons into our teaching to build familiarity with this platform, and continued to set homework via Seesaw and build pupils’ confidence with the online learning platforms in use, so that all classes were ready for any potential periods of bubble closure. Year 2/3 bubble closed for 9 school days isolation in November/December. Autumn term attendance was 95.8% with all children returning to school in September.

Spring 2021

During the second national period of closure, all teachers continued to teach an increased number of key worker children in school whilst simultaneously providing remote education for those at home. We continued to provide our daily learning on Seesaw, including video tutorials for all lessons (either recorded by our staff or using Oak Academy) and added weekly Zoom meetings to keep social contact.

All our CLA attended school, along with 2 children with EHCP. The other 2 EHCP children did not attend due to clinical vulnerability. Additionally, those children who struggled to engage during the first period of online learning and continued to do so during January were offered school places. Engagement was very high during this period.

All children returned to school in March, and the vast majority settled quickly back into school routines.

Summer 2021

Catch-up tuition began for targeted Year 4/5 pupils with quality first teaching continuing throughout school. Year 2/3 bubble closed for a further period of isolation in June, and EYFS bubble closed in July. Remote learning resumed for these two classes during their isolation.

STRATEGY STATEMENT

The overall aims of our catch-up premium strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure mental health and wellbeing of all pupils

Catch up priorities:

- Step up September – all pupils
- Support for EYFS with health and self-care (toilet training), developing language (NELI intervention) and social skills (additional TA support)
- Support for Year 5 – in-class intervention and small group tuition
- Support for Year 1 – closing the attainment and social skills gap caused by school closures during their EYFS year

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low engagement of significant proportion of Year 5 pupils with home learning whilst in Year 4
B	Y1 cohort missed significant proportion of EYFS year, needing increased access to continuous provision and rapid phonics progress through high quality teaching

ADDITIONAL BARRIERS

External barriers:

C	EYFS cohort entered school significantly below normal level for PSED (social interaction), health and self-care (toilet training) and language
D	Limited access to technology at home affected some pupils
E	Small number struggle to self-regulate behaviour and emotions, and need support to settle back into class routines

Planned expenditure for current academic year

Quality of teaching for all							
Action	Intended outcome	Rationale	Implementation	Staff lead	Cost	Review date	Evaluation of impact
“Step up September” supporting pupils with transition (back) into school after remote education March – July 2020, re-establishing routines, expectations, relationships, standards and values quickly	Children will quickly settle back into school and re-engage with school expectations, standards, routines and relationships	Addresses barrier A, B, E Evidence from phased re-opening indicated that some children had anxiety over mixing with others, concentration was poor, routine had been lost, some had not engaged well in home learning and those who had were not always producing work to their previous standards Time was also needed to ensure emotional needs were met.	Morning meetings to gauge level of emotional support needed Whole school focus on “Step up September” rebuilding ethos, expectations and working routines	JN (Deputy)	£90 resources and course fees	October 2020	Vast majority of children settled back well and adjusted to Covid procedures; gaps were identified and plans put in place for high quality teaching and class-based interventions to address these areas
Seesaw learning platform	Children will be able to access curriculum more independently during future school closures	Addresses barrier A and D Seesaw was introduced in the first school closure, and families reported that it was easy to use and good for communication. Continuing to use this for homework and some school work will maintain familiarity in the event of future school closures	Investing in Seesaw for schools Teaching children how to access Seesaw independently Planning for use during school lessons and setting regular homework Monitoring access	JH (Computing lead) Class teachers	£500	July 2021	Engagement was higher in second school closure period
Total budgeted cost:						£590	

Targeted support

Action	Intended outcome	Rationale	Implementation	Staff lead	Cost	Review date	Evaluation of impact
<p>National Tutoring Programme – Experienced teacher currently contracted 0.8 will work an additional 2 afternoons a week</p> <p><i>Initially directly employed by school but then via NTP</i></p>	<p>Enable group of Year 4/5 who did not engage well during home learning periods to catch up with missed learning</p> <p>Accelerated progress will be made in maths</p>	<p>Addresses barrier A</p> <p>EEF evidence supports small group tuition (+4m gained)</p> <p>Initially tutoring was school led and delivered to 4 Year 4 and 9 Year 5 pupils (in 2 groups), fully funded by Covid catch-up premium.</p> <p>Once Mrs Plowman completed her registration and training, she was then employed via Teaching Personnel through NTP.</p> <p>Tutoring then continued for 6 of the 9 Year 5 pupils (in 2 groups) delivered through the National Tutoring Programme</p>	<p>Tuition will be delivered by the class teacher for continuity and high quality teaching</p>	<p>NP (Y4/5 teacher)</p>	<p>£2300</p>	<p>July 2021</p>	<p>All year 4s caught up to ARE in maths</p> <p>All who attended sessions regularly made good progress; 80% of these(4/5) are now at ARE</p>
<p>NELI Language intervention delivered by a trained teaching assistant</p>	<p>Improve oral language of targeted group of EYFS children</p> <p>Good progress will be made on NELI intervention</p>	<p>Addresses barrier C</p> <p>EEF evidence supports oral language intervention (+6m gained); Some studies also reported improved classroom climate and fewer behavioural issues (Barrier F)</p>	<p>NELI training will be completed</p> <p>Intervention will be carried out by experienced and well trained TA familiar to the children</p>	<p>JN (SENCO) AA (TA)</p>	<p>£1100</p>	<p>July 2021</p>	<p>% achieving ARE in speaking and listening rose from 31% (40-60m on entry) to 81% (achieving ELG)</p> <p>Intervention was not completed due to bubble closures but will continue in Autumn term 2021</p>
Total budgeted cost:						£3400	

Wider strategies

Action	Intended outcome	Rationale	Implementation	Staff lead	Cost	Review date	Evaluation of impact
Support EYFS with social skills and self-help (toilet training) by employing additional TA to support in class and by working with school nursing service	EYFS will be supported with toilet training and social skills	Addresses barrier C During transition it was identified that this cohort were particularly weak	Sufficient staff to address needs of EYFS cohort who have been significantly affected by lockdown	VB (EYFS lead)	TA cost £13000 Autumn, £4500 Summer – rest funded from school budget and pupil premium	Termly	% achieving ARE in health and self-care rose from 31% (40-60m on entry) to 81% (achieving ELG)
Total budgeted cost:						£4825	

ADDITIONAL INFORMATION

In addition to the approaches used above, other strategies have been employed to enable children to make accelerated progress which are not listed as they have not incurred expense

- Staff CPD from LEHSS (Lancashire Emotional Health Support in Schools) addressing a range of mental health issues pupils may experience including “Wellness for Education Return” , ACES, low mood, anxiety, attachment disorder, communicating with children who are distressed, angry or anxious, staff wellbeing and organizational resilience
- Quality first teaching in Year 1 has addressed barrier B and enabled children to make rapid progress across the curriculum; by July 85% Y1 are at ARE in reading, 80% in writing and 70% in maths
- Quality first teaching in Year 4/5 has addressed barrier A. Consistent high quality teaching, focused diagnostic assessment and in-class intervention to plug gaps has resulted in good progress being made.
- Loaning school iPads, DfE procured iPads and organizing data SIMs has addressed barrier D and ensured all children could access to technology at home during bubble closure periods