



COVID Catch-Up Premium Report for:



Park Road Community Primary School

COVID Catch-Up Premium spending: summary

SUMMARY INFORMATION			
Total number of pupils of roll:	199	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,840		

STRATEGY STATEMENT

Leaders are committed in ensuring catch up funding is used effectively to make the greatest difference to children's outcomes after the Covid 19 lock down. Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the national closures all pupils have had access to online learning through the 'Seesaw' platform and in addition, for our UKS2 children, Google Classroom. For those of our families who have no access to technology, paper packs of lessons and activities suitable for their age group and in line with the remote digital offer, have been provided. Despite the hard work from staff and the excellent support from the vast majority of our families, there were varying levels of engagement and/or standards of learning from pupils throughout this time (not only through lack of support at home but lack of time, other family commitments, parents working from home and supporting children when doing so for example) and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Park Road Community Primary School is to:

Raise the attainment of all pupils to close the gap created by COVID 19 school closure and close gaps as a result of school closures for all pupils, including those disadvantaged.

Since the re-opening in September, significant barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below.

The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year, where appropriate, aligning this into the subsequent year's curriculum long term plans. Staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible. We plan to use this additional funding through a three pronged approach;

- 1. targeted intervention and support, using the catch up funding to access known quality teaching specialist and approved tuition partners from the national tutoring programme to work with identified children either 1-1 or in small groups of no more than 1-3 across all year groups but specifically Y2-6.**
- 2. further developing planned high quality and focused CPD for staff centred around Quality First Teaching to ensure a sustained response and making a difference long term for all pupils.**
- 3. Developing pathways of support for pupil wellbeing and resilience, so that they can be successful learners' long term.**

Leaders have carefully considered many factors when deciding how to allocate and spend the Catch-Up Premium. We have used the government recommended 'Covid-19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

Barriers to learning

The following evidence was used to identify potential barriers to pupil achievement at Park Road C.P.:

- Internal assessment and reporting software using FFT Pupil Tracker and school's own bespoke tracking system
- Standardised scores, termly NTS summative tests Y1-6
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Guidance from experts and external consultancies and partnerships

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor listening and motor skills on entry; significantly lower than EYFS Baseline 2019 in CL, PD, PSE and Expressive Art and Design
B	Lack of resilience and pace in learning across all year groups. Children are noticeably less able and confident to learn independently, to self-check and identify errors in learning.
C	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling
D	Reading – a range of gaps and needs have been identified in reading including: <ul style="list-style-type: none"> • word reading for early readers • understanding of age related materials where children are not reading at that level due to missed learning (i.e. Y4 child still reading and accessing vocabulary at Y3 Spring (point of lockdown) expectations • Application of reading skills across the curriculum i.e. questions in maths scheme in Y4 when children are still reading at Y3 level and • depleted vocabulary impacting upon learning in all subjects
E.	Gaps in knowledge as a result of whole units of work not being taught. As a result, children are less able to access pre-requisite knowledge when learning something new and less likely to make connections between concepts and themes throughout the curriculum. Children are also missing the usual enhanced and enriched curriculum, with cancellation of trips, visits and our established enrichment timetable.

ADDITIONAL BARRIERS

External barriers:

F	A small proportion of pupils receive limited support for learning at home
G	A small number of pupils have lower attendance and punctuality rates than their peers.
H	The progress of some pupils were affected significantly more than others by the partial closure of school due to Covid -19 (Mar-Jul 2020) and access to home learning
I	Health and wellbeing of pupils and their families

INTENDED OUTCOMES

A	At the end of key stage 1 and 2, proportions of pupils meeting ARE in writing, reading and maths, to continue to be at least in line with national data, including disadvantaged pupils
B	Maintain the high standards achieved in reading , writing and maths at the end of KS2
C	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid.
D	Attainment for all children is at least in line with national data for GLD.

Planned expenditure for current academic year

Quality of teaching for all

Baseline: Initial range of formative assessments in Re/Wr/Ma/GAPS and phonics used to inform plan. Subsequent Autumn term summative tests (NTS) and pupils' resulting standardised scores, as well as teacher assessment has been used to finalise the plan. Key areas where gaps and needs identified at whole school/group and individual level across school are in reading, GAPS, writing, phonics and, to a lesser degree, mathematics.

Action	Intended impact and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's well implemented?	Staff lead	To be reviewed?
High quality teaching across school for those pupils who are insecure, or have gaps, in phonics knowledge and are subsequently less secure in when applying into own spelling/writing and ability to read well across the whole curriculum	The vast majority of pupils make accelerated progress in phonics and reading, so that gaps as a result of school closures have been diminished or eliminated and pupils achieve at least in line with age related expectations	Lockdown meant that all children missed valuable learning. The 'EEF Rapid Evidence Assessment Review on the Impact of School Closures on the Attainment Gap' reports that alongside targeted interventions, improving the quality of teaching is the strongest lever schools have	Employ services of high-quality specialist consultant, Zena Martin, ILN, to deliver focused Inset for staff around phonics and spelling into KS2 £400	NP/ KQ SA LJ	Monitoring as per monitoring schedule Reviewed half termly SLT Monitored termly by
CPD for all staff on evidence-based research strategies for the teaching of spelling and pupil	All staff are skilled in identifying needs and in planning personalised provision to				

<p>application into own reading/writing (led by school's Reading Evidence Lead)</p> <p>Participation in research-based projects through Aspirer Research school to support innovative approaches to QFT and T and L that have proven impact</p> <p>Whole-class reading approach underpinned by clearly defined formative assessment practices.</p> <p>Re-deploy HLTA to provide focused support, prioritising Y5/6 catch up and the enhancement of QFT through delivery of an enriched curriculum to support same day in class intervention and teacher led targeted group teaching for Y5 and Y6 pupils</p> <p>Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.</p> <p>Further develop school's broad and engaging curriculum, focusing on vocabulary acquisition using our established vocabulary model and school's wider curriculum in order to deepen pupils' knowledge and improve use when writing across whole curriculum</p> <p>Improve quality immersion into different texts/writing styles/reading (and resourcing of this) missed or limited as a result of lockdown</p>	<p>narrow gaps for those who enter KS2 with insecure phonic skills/knowledge</p> <p>Enhanced and sustained quality first teaching</p> <p><i>leading to;</i></p> <p>Improved outcomes in Re/Wr for all pupils and diminished gaps so that the vast majority achieve age related expectations by year end</p> <p>High quality T and L delivered in focus groups with personalised learning to target identified gaps in groups and classes based upon missed learning <i>so that:</i></p> <p>Pupils make rapid progress to diminish gaps in learning as a result of missed learning and achieve at least age expected expectation</p> <p>Gaps in development of age-related vocabulary through limited/missed reading during lockdown eliminated and <i>as a result:</i> children able to access quality reading opportunities across the curriculum and able to apply into own reading/writing in order to achieve age related expectations</p>	<p><i>to improve pupil outcomes, particularly for disadvantaged students.</i></p> <p>Combine professional knowledge with robust evidence about approaches that are known to be effective:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools • EEF Teaching and Learning Toolkit • EEF School Planning Guide 2020-21 • EEF Examples of plans using a Tiered Model Approach • EEF Early Years Support for Schools • EEF Support resources for schools and parents 	<p>Further develop the use of ILN portal to support in class learning.</p> <p>External monitoring- ILN??.</p> <p>ECM?</p> <p>Monitoring outcomes and actions - phonics/En lead SA</p> <p>Year 2 phonics screen results (Autumn 20)</p> <p>Year 1 Phonics screen results (June 21)</p> <p>EYFS Profile July 21</p> <p>EOKS Reading Data</p> <p>Internal tracking and pupil progress tracking data, all year groups</p> <p>Half termly PP meetings</p>		<p>Governors-lead gov visits</p> <p>Reported termly to Govs HT report</p> <p>£4592</p>
Total budgeted cost:					£4992

Targeted support

Baseline: Data analysis, using the broad range of assessments outlined above, have identified children with increased or significant gaps which school believes require additional interventions and more targeted support in order to enable pupils to 'catch up' and meet age related expectations, in line with their peers.

These initial assessments have been confirmed with end of Autumn term NTS standardized test scores.

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	To be reviewed
<p>1:1 and small group (1:3) targeted support</p> <p>Deploy services of known, high quality specialist English teacher to work alongside class teachers to provide bespoke support for pupils identified with gaps in Reading, GAPS, phonics, spelling</p>	<p>Identified children will have significantly increased rates of reading fluency, Gaps in Reading, GAPS and phonics knowledge, skills and understanding significantly diminished or eliminated for identified pupils</p> <p>Resilience and pace in reading and comprehension significantly improved for identified pupils</p> <p>Early reading acquisition is significantly strengthened for identified pupils through high quality, systematic approach to teaching of reading</p>	<p><u>EEF: One to one tuition</u> <u>Moderate impact for high cost, based on extensive evidence</u></p> <p><u>EEF: Small group tuition</u> <u>Moderate impact for moderate cost, based on limited evidence.</u></p> <p>The NFER report on supporting children from disadvantaged backgrounds states that it is better to develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. Equally, the EEF toolkit states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and spelling.</p> <p>Phonic teaching can give up to 4 months impact (EEF Toolkit)</p>	<p>Known English specialist with proven impact within school deployed</p> <p>Close tracking of work undertaken 1-1 and in groups including benchmarking data.</p> <p>English lead to oversee and monitor tracking, progress and planned provision.</p> <p>Monitoring to include observed sessions.</p> <p>Phonic trackers</p>	<p>NP/SA/HA SA</p> <p>SA</p>	<p>Half termly</p> <p>Half termly £6720</p> <p>Half termly</p>
<p>Deploy services of above specialist to deliver ECaR in KS1 to support early</p>		<p>ECaR is an established and proven strategy which leads to accelerated</p>	<p>Running records Book Band trackers</p>		<p>Half termly</p>

reading acquisition so that pupils with widened gaps as a result of school closure make accelerated progress and enter KS2 with secure reading skills		progress and closing of gaps in reading attainment. It has been established in school for some years and staff have received training from ECaR trained Reading specialist. School has heavily invested in quality resources and books specifically to support the successful delivery of this programme	ECaR progress trackers		Already budgeted through PP funding £1575
Deploy services of maths specialist tutor via NTP programme to provide quality catch up tuition for identified pupils across KS2 with gaps in learning as a result of school closures.	Gaps in mathematical knowledge, skills and understanding significantly diminished or eliminated for identified pupils – <i>as a result</i> ; The vast majority of pupils achieve at least in line with age related expectations	https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools	NTP pupil progress data Maths lead monitoring	HA	Termly £1518.75
School to participate in Nuffield Early Language Intervention (NELI) pilot and all EYFS staff to train and deliver.	Early language and communication in EYFS cohort improved so	EEF study of the NELI programme found that the programme increased the language skills of 4-5 year olds by an additional three months. Oral language interventions can give up to 5 months impact. (EEF Toolkit)	All EYFS staff to undertake the NELI training programme EYFS lead to ensure time is dedicated to undertaking initial baseline NELI programme with identified pupils	LJ	No cost – pilot invitation
Total budgeted cost:					£9813.75

Wider strategies / Other approaches

Baseline:

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?
Engagement of a final year MA Art therapist student, Derby University, to offer 1-1 or small group therapeutic support to identified pupils	Improved self- esteem and resilience of identified children to enable them to thrive with their learning and make increased progress	Increased self-esteem and resilience is proven to also improve academic results as well as improving general wellbeing.	Mentor support for Art therapist from EH lead/TA trained in counselling	KW	Monthly No cost – staffing cost already budgeted
Wellbeing Award to ensure pupils are supported emotionally and mentally to thrive	Wellbeing is promoted and recognised as high priority for all pupils and families and support enables pupils to thrive School has established SEL provision and pupils are skilled in understanding their own social and emotional learning	There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life. The DfE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school. This was mirrored by an international study by the OECD, which showed a correlation between emotional wellbeing and school Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	Establish group involving all stakeholders Regular meetings of stakeholder group Action plan – with close monitoring Involvement of external assessors	AC	Termly Wellbeing Award = already budgeted for - SIP costings
DfE Chromebooks offered to parents/families to enable identified pupils to access remote learning Support for parents in developing own skills Parent champions SS- year groups	All pupils have access to remote learning offer and have access to high quality and consistency in learning Families supported and parental confidence/IT skills increased to support children's digital learning and access	The EEF Rapid Assessment; the impact of school closures on the attainment gap states that: there is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology, exacerbating the impact of school closures on the attainment gap.		KQ KW - Pastoral lead	

Packs to go home for children who have to work remotely to enable them to access learning and learning support packs of basic resources for all pupils to support taught learning and children to work independently supporting families					£800
Total budgeted cost:					£800
Overall total budgeted cost:					15605.75

ADDITIONAL INFORMATION

School has drawn upon the following additional sources in formulating this plan:

- Internal assessment and reporting tools- FFT Pupil Tracker
- NTS Summative standardised tests and resulting standardised scores
- DfE Review your remote education provision
- Analysis of attendance records
- Results of staff and pupil consultation
- <https://www.gov.uk/government/publications/review-your-remote-education-provision>
- [EEF Teaching and Learning Toolkit](#)
- [EEF School Planning Guide](#) 2020-21
- [EEF Examples of plans](#) using a Tiered Model Approach
- [EEF Early Years Support](#) for Schools
- [EEF Support resources for schools and parents](#)
- [National Tutoring Programme](#)
- [EEF Covid-19 Support Guide](#) for Schools

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.

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