COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	19 (October Census)	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£4560		

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

The aim of our COVID-19 spend in the 2020-21 academic year is to diminish the difference in progress gaps between 'All pupils'. The catch-up premium has been designed to mitigate the effects of the unique disruption caused by (COVID-19). As a school we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas. As a result of these aims our catch up funding plan is based on a tiered spending plan in three key areas:

> Quality Teaching for all

> Targeted academic support

> Wider strategies

The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils.

Barriers to learning

Disadvantaged Pupils Barriers to Success

Outcomes and progress can be impacted by several factors:

> All pupils at Prospect House have an Education Health Care Plan, and some pupils have a diagnosis of autism or additional complex learning difficulties.

> Pupils can also have additional social and emotional mental health difficulties.

> As a school we have a strong focus on identifying barriers that each pupil may face.

> The impact of Covid-19 has been significant for many of our families

> Erratic attendance due to changing or challenging home circumstances

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Mathematics – Specific content has been missed, leading to gaps in learning and stalled sequencing of topic areas and mathematical concepts. The skills that have already been taught to scaffold and introduce other topics may also need recapping
B	English – Specific content has been missed, leading to gaps in learning and stalled sequencing of topic areas and mathematical concepts. The skills that have already been taught to scaffold and introduce other topics may also need recapping. Children did access more reading during the period of lockdown and also had access to our online 'Big Cat' library.
C	All subjects – There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

ADDITIONAL BARRIERS	
External barriers:	
D	Attendance – attendance around those parents/carers who have anxiety over the current situation of the pandemic as well as those children who are self-isolating due to a positive result or a close contact.
E	Mental Health and Wellbeing – Both staff and children mental health have been significantly impacted due to the impact of lockdowns, isolation and changes to guidance around their job roles and routines.
F	Remote Learning/Access to technology – Children accessing a mirrored curriculum approach through a robust and accessible learning platform to ensure the impact of and periods of isolation and/or lockdown.

Planned expenditure for current academic year

Quality of teaching for all					
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?
Remote Learning implementation as well as reporting to parents through	Children have seamless access to a mirrored robust provision in the event of	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other	› Staff training around expectations of remote learning › Consistent approaches in	TG/RA/MG	Autumn 2 (NOV)

Seesaw app	self-isolation or further periods of lockdown. Success Criteria – Progress is reflective of adjusted rates of progress in the schools SIP subjects and EHCP targets.	interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. (EEF Toolkit) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	reporting and communication with parents. ❯ External QA to review the Remote learning offer ❯ Ensure that GDPR and Online safety is at the heart of the solution		
Maths Mastery training through the North West Maths Hub	Children will have access to a high quality Mathematics curriculum that meets the diverse needs of children in the school. Success Criteria- 100% of children to make at least expected	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining children. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly. (EEF Toolkit)	❯ Ensure that that the mastery approach is reflected in the curriculum content ❯ Ensure that the mastery approach is reflected in curriculum descriptors ❯ Children to have access to high quality	TG/RA/MG	Autumn 2 (NOV)

	progress in all areas of Maths across the Summer Term	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	resources to help support teaching and learning ❯ Termly analysis of data to ensure that any children that need intervention receive it a in a timely manner		
				Total budgeted cost:	£560

Targeted support

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?
The implementation of lunchtime clubs to extend learning across the school day in key	Children will have access to aligned lunchtime clubs that will help enrich their school	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income children, such as increased attendance at school, improved behaviour,	❯ Consistent class staff will run the lunchtime clubs ❯ Class staff will plan activities to	TG/RA/MG	Autumn 2 (NOV)

curriculum areas.	offer and extend the school day. Success Criteria- 100% of children to make expected progress across the Summer term in English and Maths	and better relationships with peers (EEF Toolkit) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/	ensure that any gaps are specifically addressed ❯ Staff training around expectations of the lunchtime clubs ❯ The clubs will be aligned to the existing curriculum content to ensure familiarity		
Staff support and training around psychological and mental health wellbeing	Staff to be confident in managing their own mental health and emotional wellbeing as well as recognizing key signs and symptoms of mental health issues in	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme	❯ High quality training to be sourced ❯ The development of a dedicated learning hub for staff ❯ Support for parents to be included within the approach to	TG/RA/MG	Autumn 2 (NOV)

	children. Success Criteria – High quality CPD will be reflected in the ethos of the school environment and evidenced through learning walks and observations of teaching and learning.	and the degree to which teachers are committed to the approach appear to be important. SEL approaches have been found to be effective in primary and secondary schools, and early years settings. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	support home-school working ❯ Ensure that a positive culture is adopted around the use of terminology of mental health ❯ The purchase of high quality resources to help support mental health ❯ Multi-agency working with other professionals (e.g. CAMHS) if needed		
			Total budgeted cost:		£1500
Wider approaches					
Action	Intended	What's the evidence and rationale for this choice?	How will you make	Staff	When

	outcome and success criteria		sure it's implemented well?	lead	will you review this?
VR headsets to be purchased to help children conceptualize and aid in transitions	Children will have access to technology that allows them to conceptualise abstract themes and subject areas in the curriculum (e.g. Historical events) as well as supporting them in larger transitions in their school life. Success Criteria- Progress rates will reflect the access to technology with children	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners. (EEF Toolkit) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	❯ Staff training around the use and development of technology ❯ Ensure that technology is accessible for all children ❯ Identify key areas to introduce digital technology across the school ❯ Ensure technology is fit for use and robust enough for the children it is intended for	TG/RA/MG	Autumn 2 (NOV)

	making at least expected progress in foundation subject areas. Children behaviour incidents will remain low around major transition (e.g. moving classroom, new school building)				
Self-Regulation boxes to be implemented that link to Zones of Regulation.	Children will have access to bespoke equipment to help in sensory deficits that will help them to self-regulate as well as supporting metacognition. Success Criteria –	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	❯ Staff training around sensory deficits and needs ❯ Purchasing high quality resources to support the interventions ❯ Collaborative working with the schools occupational therapist	TG/RA/MG	Autumn 2 (NOV)

	Children incidents will be monitored and remain low in respect to any sensory seeking behaviours that may present themselves.	The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. (EEF Toolkit) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	❯ Ensure that Zones of Regulation is an embedded practice across all areas of the school	
			Total budgeted cost:	£2500