

COVID-19 catch-up premium report

The Village Saints Partnership

Covid-19 Catch Up Funding and how it is used in The Village Saints Partnership

“School leaders must be able to account for how Covid 19 Catch-up Funding is being used. Governors and trustees should scrutinise schools’ approaches to “catch-up”, including their plans for the use of this premium. This should include consideration of whether schools are spending this funding in line with their priorities and ensuring appropriate transparency for parents and pupils”.

The government currently says that schools should use the funding in line with the guidance on curriculum expectations for the 2020/21 academic year. Therefore, the Review will explore how this school observes the key principles that underpin that advice, namely that:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

During the school closure period we were able to increase our number of digital devices significantly, with support from the DfE and our local community. We therefore have enough devices for remote education to take place whenever necessary.

At the end of the summer term 2021 staff identified those children whose vulnerability had been increased by the school closure period or who had become newly vulnerable during this time.

The government provided funding to cover a one-off universal catch-up premium for the 2020/2021 academic year. Any unspent money from this can be carried forward.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	192 105	Amount of catch-up premium received:	Schools will get funding in 3 tranches.

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SUMMARY INFORMATION

Total catch-up premium budget:		£5880 for All Saints £10808 for St Martins (£16688 altogether)	Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. Summer 2021 term - a further £33.33 per pupil or £100 per place. £24 per pupil is being retained centrally By DEMAT. £2,520 £4,608
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STRATEGY STATEMENT

Our top priority is to support children to catch up in reading, from phonic acquisition in the Early Years, to learning to love reading and fully comprehend what is read. This will support learning across the curriculum and for life.

We aim for children to read widely across the curriculum as well as for pleasure.

That they learn more words, that they can spell them and use them both in their writing and their talk.

We will read to children, introduce rhymes, poems and songs to engage them emotionally and further widen their vocabulary.

We will listen regularly to the reading of children who are showing the least progress in their reading and encourage others (as well as parents) to do so too, including regular visitors and at our wrap around care at St Martin.

As well as this we work as a staff to rapidly identify where gaps exist in children's learning and to fill these.

We seek to be aware of children's mental health needs and the social impact of learning at home and seek to support children in filling these gaps too.

We will meet these targets by identifying the 'newly vulnerable' group and monitoring their progress, developing further quality first teaching, by maximizing the skills and knowledge of our staff and by bringing in additional staff. Our expectations are just as high as they ever were for our children and we will do what it takes as we move through the year to ensure they learn and grow as well as they did before the pandemic. Advice from the Education Endowment Foundation (EEF) has given advice as to the best way of using the catch-up funding.

We aim to

- To raise the attainment of *all* pupils to close the gap created by COVID-19 school closures.
- To facilitate children's growth and development so that any challenge the pandemic caused is met.

EEF Recommendations:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback – no additional funding needed
- Transition support – provided by class staff before children returned to school

Targeted approaches

- One to one and small group tuition all students.
- Intervention programmes
- Extended school time – additional catch up groups to be funded from the recovery fund

Wider strategies

- Supporting parent and carers
- Access to technology – we have a good supply of technology
- Summer support – we sought to provide this but were unable to due to lack of staff availability

Barriers to learning

The following data sources have helped us identify barriers to attainment for our children

- Internal assessment and reporting
- Staff, pupil and parent consultation
- Attendance records
- Guidance from advisers

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Existing low levels in English and Maths remaining or growing
B	Presentation and resilience reduced
C	Oracy and social skills impacted by time at home

ADDITIONAL BARRIERS

External barriers:

D	Low attendance and both over and under support with work at home during remote learning period
E	Parent deployed/ parent ill/ other family issues
F	Social/ emotional reasons, including those already vulnerable being further impacted eg by lack of engagement or gaps widening

Planned expenditure for current academic year

Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Supporting Great Teaching					
Phonics training for new staff (RWI & Fresh Start).	Quality first teaching and intervention for all to ensure that everyone becomes a good reader.	Monitoring by phonics and English leaders	Deputy Head Teacher and KS1 Lead	Half termly assessment	£2,600 (including in-school cover)
Spelling training for new staff	Children use and apply their good phonics learning in their writing as able spellers of a rich vocabulary	Monitoring by phonics and English leaders	Deputy Head Teacher	Half termly	£1, 100 not including cover
Oracy project	Enhance children's use of vocabulary when speaking with each other, articulate ideas and in their writing and to enable them to be increasingly ready to learn more information.	Monitoring by DHT	Deputy Head Teacher	Half termly	No additional cost other than cover costs: £250 a term.
Quality first teaching monitored and enhanced by phase leadership	Provide rapid, regular and sustainable monitoring of teaching and learning and to provide support to enhance this.	Monitoring by HT	Head Teacher	Half termly	£1,000

1:1, small group and interventions

Use of the national tutoring programme for identified children 1:1 or 1:3 additional online tuition	Rapidly close gaps and consolidate children's learning identified by teacher.	Monitoring by HT	Head Teacher	July 2021	£3,500
Purchase The Power of 1, and The Power of 2	To fill gaps in maths learning through daily intervention with targeted learners.	Monitoring by SENDco and maths leader	Maths Lead	Half termly	£216
Purchase reading scheme books that complement our phonics programme.	To support children's learning and enjoyment of reading by providing a successful reading experience celebrated at home.	Monitoring by DHT	Deputy Head Teacher and KS1 lead	Half termly	£2000
Additional LSA time	Maximise catch up through same day intervention and pre teaching.	Monitoring by SENDco	SENDCo	Half termly	£720
Additional teacher time	Ensure rapid catch up and recovery by high quality pre-teach, team teach and provide same day intervention with individuals and small groups.	Monitoring by phase leaders and HT	Phase leaders	Half termly	£1,600

Lowest 30% readers – focussed intervention including regular reading with SLT	To build fluency, practice and reinforce blending and segmenting skills, build sight vocabulary, enhance enjoyment developing a love of reading and helps the most disadvantaged and lowest achieving readers catch up with their peers.	Monitoring by DHT	Deputy Head Teacher	Half termly	No additional cost
DHT teaching in 3 classes to monitor learning and enhance catch-up	To provide quality first teaching when the teacher is not in class, to monitor learning in those classes and support the class catch up strategy	Monitoring by HT	Deputy Head Teacher	Half termly	No additional cost.
Maths Leader to teach an identified group of children	Maximise progress of identified children by most able mathematician.	Monitoring by HT	Maths Lead	Half termly	£300 a term
Forest School sessions	Enhance wellbeing, oracy and social skills including both independence and team work.	Monitoring by HT	Forest school teacher	Half termly	£1,800 autumn term
Supporting Parents					
Provide CGP books: maths & English	Enhance consolidation of new learning in partnership with home learning.	Monitoring by DHT and maths lead	Deputy Head Teacher & Maths lead	Half termly	£546

KICK mentor	Liaise with home and children and school staff. 1:1 with children to enhance mental health and wellbeing and ensure that children are ready for learning.	Monitored by HT	Head Teacher	Half termly	£800
DEMAT spending					
£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details. Our schools are participating in: Maximising the Impact of Teaching Assistants (MITA) In-person or virtual whole- school staff training: Core training – 3 X 3-hour sessions for all TAs Emotional Literacy Support Assistant (ELSA) In-person or virtual whole-school staff training: Training for all schools to have one ELSA per 100 pupils, 5-day initial training course with EP supervision and 6 X 2-hour sessions in subsequent years, to maintain accreditation and associated supervision. Primary Knowledge Curriculum (PCK) Partnership Cambridgeshire PSHE (including RSE) curriculum No More Marking Headstart Maths Tests Dibels Reading Fluency Tests We will also access the following as they come available: DEMAT Educational Psychologist DEMAT Speech and Language Specialist					