



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION					
Total number of pupils:	307	Amount of catch-up premium received per pupil:	80	Total catch-up premium budget:	22,400

STRATEGY STATEMENT

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Woodrow First School and Nursery will be in receipt of £22,400 (£80 per pupil). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils.

At Woodrow we have the following priorities for the use of this money

- Purchase curriculum resources and materials that support pupils to get “back on track” including White Rose Maths Premium Resources and Ed Shed
- The employment of HLTAs and an experienced teacher to develop the outcomes of children who have been identified as needing “catch up” in their learning

We will be focusing on children achieving through purposeful sequences of learning where there is a focus on basic skills but within a broad, creative curriculum.

The broad aims for “catch up” are

- The mental health needs of pupils are met and supported by school
- Attainment outcomes at the end of 2021 -22 for all year groups will be at least in line those at the point of lockdown in March 2020. This means that if a child was working at an age related expectation in a subject in March they are working at least at an age related expectation in that same subject by the end of the year
- Attainment outcomes at the end of 2021-22 for all year groups will be at least in line with those at the end of 2019-20

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading – lack of books or access to texts and Writing - low stamina due to use of technology
B	Maths – missed teaching
C	Speech and language – low levels according to EYFS baseline and a high number of children receiving input from SALT

ADDITIONAL BARRIERS

External barriers:

D	Home learning systems need expanding and more children need access to technology
E	Low levels of parental engagement generally
F	Lack of physical activity

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? [Taken from EEF]	How will you make sure it's implemented well?	Staff lead	When will you review this?
Upgrade teachers from Y2 to Y4 to Showbie pro [Pupil Premium funding]	Teachers can upload videos and teaching resources for home learning and streamline the use of technology to support children's learning	Technology offers ways to improve the impact of pupil practice. It can be used to improve the quality of explanations and modelling.	LH as administrator to informally monitor its use. Training to be offered via webinars to all staff. Teaching Assistants to become familiar with the resource with coaching from a confident member of staff	LH	Summer 2021 End of Autumn 2021
Use the NCETM maths professional development materials	Teachers know the individual teaching points linked to each spine point of the main priorities in maths	Explicit teaching refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics have provided support for explicit instruction.	Dedicate staff meeting time to do this and discuss with Year Teams how this will impact their planning	SB, LH, JM	Summer 2021
Support for staff planning [Curriculum training £2000] Leadership Support [£1500]	Each class has a well-planned Mantle led broad and engaging curriculum which meets the needs of the class	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year. The EEF details the impact of well-structured collaborative learning as +5 months.	RK to join in Year Team for planning discussions via Teams Monitor the implementation through discussions with staff	RK	Summer 2021
Total budgeted cost:					£3,500
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?
Employ and train a Year 2 Reading Champion [approx £3750]	Run the 10-week intervention during the summer term in preparation for moving to KS2. Each child will be reading at the white book band level	The impact of this intervention is already well proven in school. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential. As a rule of thumb, the smaller the group the better. Tuition delivered by tutors, teaching assistants, or trained volunteers can be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.	Weekly check ins with the member of staff to evaluate progress	JM	End of summer 2021
Enable children to take home a library book including audiobooks [£2000]	KS1 and KS2 children to choose their own books and share at home	Evidence on the benefits of audiobooks https://literacytrust.org.uk/information/what-is-literacy/audiobooks-and-literacy/	Use of the online system	BC	End of summer 2021
Purchase Rekenrek resources and training [£1000]	Develop early number sense using a resource which can be used in all Key Stages	Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. EEF Recommendations for EY and KS1 maths.	Feedback from class teachers Evaluation by the maths lead Assessments of children in the area of number	SB	

<p>Purchase membership to the PSHE association and training including mental health first aid [£1000]</p>	<p>Teachers are supported to plan appropriate lessons</p>	<p>1. Sequenced activities that lead in a coordinated and connected way to skill development. New behaviours and more complicated skills usually need to be broken down into smaller steps and sequentially mastered. 2. Active forms of learning that enable young people to practise and master new skills. This might include role play or behavioural rehearsal. 3. Focused time in the school day/classroom (or in more 'blended' models) spent developing one or more social and emotional skills. Sufficient time and attention must be allocated for children to practise applying knowledge and skills. 4. Explicitly define and target specific skills. Programmes should identify specific skills that they want children to develop, and teach these purposefully, rather than having a more general approach.</p>	<p>Lead teachers' collection of outcomes from children</p>	<p>SR and SH</p>	<p>Summer 2021</p>
<p>Plan extra Transition support for Y4 [£300 cost to be confirmed]</p>	<p>Ensure the children feel confident to move to middle school after missing so much of KS2</p>	<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</p>	<p>Survey children and parents</p>	<p>LH and ET</p>	<p>Summer 2021</p>

Complete training for the Early Speech and language programme YR- NELI	Teaching Assistants are confident to deliver the programme	The EEF has funded two randomised controlled trials, both independently evaluated. The latest and largest, <u>published in May 2020</u> , involved 193 primary schools. This found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the <u>EEF padlock scale</u> . Children receiving the NELI programme also made additional progress in early word reading and on a teacher administered language assessment.	The programme involves reflection and evaluations	IW	Summer 2021
Writing support – autumn term 2021 [£4000]	TBC	Research on small group tuition with a teacher shows an average of 4 months gain. The group is less than 6 children. Teach writing composition strategies through modelling and supported practice Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. EEF KS2 Literacy Recommendations.			
Support for YR transition – autumn term 2021	TBC				
Rising threes in Nursery	TBC	Extended attendance (one year or more) and an earlier starting age (three years old) are more likely to have an impact than shorter periods starting later, which deliver lower benefits on average			

Tutoring outside school hours – cost not known currently	TBC				
Total budgeted cost:					£12,050 plus tutoring
Other approaches					
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?
Survey families about technology and wifi	Ensure children will be able to access any home learning		Using the Showbie analysis tool, data can show levels of engagement	RK	December 2020
Provide technology for those who need it [£1,102][£400]	No child will be prevented from accessing home learning because of lack of technology	See EEF reports	RK will order devices from the DfE and use surveys, criteria which shows disadvantage	RK	
Signpost to services offering support - on the school Facebook page	Parents know about the support on offer for them			RH and ET LH/ RK	
Organise a trip to Bell Heath for Y4 Plan for Outdoor learning for [£1500]	Take "real world" risks away from the cloak provided by technology	The EEF state an average of 4 months gain with outdoor adventurous learning. Due to Covid, this has to be cut short but a day goes some way to preparing children for transition.	Decisions about Bell Heath triangulated by JD and RK	LA – Bell Heath	Summer 2021

Secure Lifeguard training and have a life guard available in school [£2400]	All classes can swim as part of the PE curriculum	Children need to be active. Physical activity helps to alleviate mental tiredness.	Swimming evaluations	RK and JD	Summer 2021
Teachers to receive P+E Sports coaching [Sports Funding]	Teachers have resources to support the implementation of active PE sessions The company run school clubs for each class	See Sports Funding documents		JD and LA	
Weekly welfare meetings [Pastoral Support time £2,400]	The names of children needing extra support are raised			RH	
Build on home learning engagement for homework – summer 2021					
Total budgeted cost:					£7,802

ADDITIONAL INFORMATION

Following the second school lockdown from January 5th to March 7th 2021, review dates have been adapted and extra considerations built in to the school's plan. Further details will be added once we have assessed any changes to need. Total including extra considerations stands at £23,352. Extra costs within the plan will be met using Pupil Premium.