West Horndon Primary School: COVID Catch-Up Premium Report
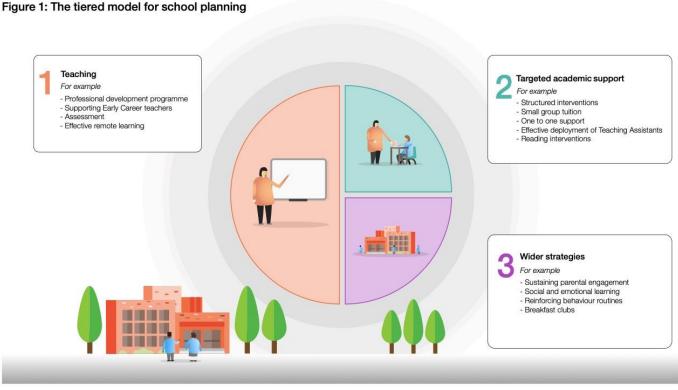
Brief overview of West Horndon Primary School's Catch-Up Premium Strategy

- **Catch-Up Priorities**:
- Ensure teachers and staff are confident and have the necessary tools to support children's catch up through high-quality learning, teaching and assessment
- Ensure that gaps/missed knowledge and misconceptions are addressed through the teaching and targeted academic support
- Re-establish the positive behaviour and learning routines that have been the foundations of the school
- Ensure that the welfare and well-being of the children, staff and local community is at the forefront of our integration back into school

- **Core approach: EEF – A Tiered Approach**

Figure 1: The tiered model for school planning

1 Teaching
For example
- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support
For example
- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies
For example
- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs

- **Overall Aims of Catch-Up Premium Strategy:**
  - To enable Year 6 pupils to catch up rapidly with the end of key stage expectations so they are prepared for the next stage of their education
  - To ensure that pupils in in Year 5/6 catch up with age-related expectations in Mathematics

The Evidence and Rationale for Our Choices:

- [DfE's Catch-up Premium Guidance](#)
- [Education Endowment Foundation's COVID-19 Support Guide for Schools](#)

Covid-19 'Catch up'

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, meaning that West Horndon Primary School will be in receipt of £14,640. Schools can spend this funding in any way they consider to be the most effective for their pupils. 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 students.

West Horndon Primary Summary Information:

Total number of pupils: 143	**Amount of catch-up premium received per pupil**: £80	**Current spending commitments**: 1) Employ an additional LSA to support welfare, quality first teaching and provide individual and group catch up sessions. This may include specific intervention programmes as appropriate (£7,304) 2) To provide 1:1 Maths tuition through the identified NTP partner 'Third Space Learning' for Y5/6 children who have been identified through baseline data and in-house tracking (£4,378)

Total catch-up premium budget:
£14,640 received in 3 instalments as follows:
- 1st payment of £2,920 in October 2020
- 2nd payment of £5,620 in March 2021
- 3rd payment of £6,100 in June 2021   **Current Expenditure:** £11,682

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Teachers and other staff need a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID-19.
B	Gaps/missed skills and knowledge and misconceptions could limit attainment and progress of children in Reading, Writing and Maths. Pupils in Upper Key Stage 2 have considerably less time than their younger counterparts to 'catch-up'.
C	Children's reading fluency and/or reading ages may be lower than expected at the start of Autumn 2020.
D	Children in KS1 and EYFS will have gaps in their phonological knowledge, which could result in fewer children successfully accessing the Phonics Screening Check.

ADDITIONAL BARRIERS	
External barriers:	
E	Children have been away from school for a significant and sustained period of time, which could result in poorer mental health, well-being and issues around social and emotional behaviours.
F	Variability in parental engagement

Plan for Current Academic Year

Teaching				
Action	**Intended outcome and success criteria**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
To ensure that teachers and staff are confident and have the necessary tools to support children's catch-up through high quality teaching & learning and assessment	Pre-assessments, mini quizzes (Learning by Questions, *Kahoot* etc.) and mini plenaries assess prior-knowledge on a regular basis. Constant retrieval practice to assess whether pupils are retaining knowledge, particularly over the long-term to see whether there has been a change in pupils' long-term memory. Effectively utilising these strategies will help inform teachers' planning. 'Baseline' assessments (PIRA/PUMA) will provide a 'snapshot' of attainment in reading and mathematics. Teachers and LSAs will have a deeper understanding of effective maths learning and teaching through Maths CPD (twilight session) Children's metacognition will improve their learning. They will be more conscious of their thinking and more aware of their strengths and strategies that are useful to their own learning.	• Work Scrutinies • Data Analysis • Reporting of Data on Depth of Learning and the Microsoft TEAMs Excel Data Sheet.	HT, DHT, SENCO and English Lead	Termly

Teachers to implement to daily practise time (Daily Dashboard) and review materials using ICT e.g. TTRockstars, LBQ, Language Angels etc.	Analysis will show that whole class gaps have been filled and progress has been accelerated. This method reflects our philosophy of 'repetition makes things stick'.	• Feedback from staff and pupils • Intervention analysis • Monitoring from SLT	DHT	Ongoing

Targeted Academic Support

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide 1:1 Maths tuition through the identified NTP partner 'Third Space Learning' for Y5/6 children who have been identified through baseline data and in-house tracking	Targeted support will allow pupils to work on their own gaps in understanding with a view to closing the attainment gap for the cohort as a whole.	• Depth of Learning and Feedback & Tracking from NTP Partner (Third Space Learning)	Maths Lead SENCO Y5/6 LSA	Termly
To employ an additional Learning Support Assistant to provide additional support (individual or group support)	Greater capacity will allow for more interventions and adult-led support being provided in areas that require additional support. More adult support will help to keep group sizes smaller which will allow more pupils to receive adult support	• Internal phonics data tracking Entry and exit phonics data • Feedback & Tracking from NTP Partner	HT	End of academic year

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
- To provide additional 1 hour small group weekly tuition for targeted children in Y5/6 for Reading and Mathematics (Deputy Headteacher) - To provide a weekly pastoral session with Y6 pupils centred on the transition to secondary school (Headteacher)	Attainment and progress in Reading will be accelerated and the attainment gap will be closed in relation to pre-COVID attainment.	• Internal data tracking • Entry and exit data • Pupil Progress	HT & DHT	Termly Summer Term
Class based LSAs to provide individual reading sessions with pupils	This targeted support will help pupils to make progress with their reading and close that attainment gap (catch-up with their peers)	• Internal data tracking • Phonics tracking (mock screening checks)	LSAs SENCO English Lead	Termly

Wider Strategies				
Action	**Intended outcome and success criteria**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
To have regular contact with Parent/Carers via the DSL/Deputy DSL, SENCO to support with concerns and issues that they may be experiencing, including providing support from and signposting of relevant services (Kids Inspire etc.)	The previous good work done around family engagement to support both parent/carers and children is re-established. Parent/Carers confidence in returning to school will improve. Attendance/punctuality will improve and will be at least in line with national figures	• Parent Voice (welfare check electronic messages and/or phone calls) • Survey Monkey surveys set up on a variety of topics)	DSLs, SENCO Teachers	Weekly in the event of school closure Ongoing

To continue communicating positively with parents/carers through Class Dojo	Parent/Carers confidence in returning to school will improve. Attendance and punctuality will improve.	• Communication protocols Attendance analysis	All Staff	Ongoing
To identify and implement effective remote learning platforms where staff/children/parents are confident in its use to support, develop and extend children's remote learning at home (Class Dojo and Google Classroom). To ensure that the school applies for laptops from the Government laptop initiative for eligible children.	Class Dojo/Google Classroom is effectively used by staff, parents and pupils. Home learning and communication with parent/carers is enhanced and the percentage of engagement with home learning through Class Dojo will increase. Laptops will be loaned to families who do not have access to a device and/or have more than one sibling at home in the event of bubbles closing or long-term school closures.	• Parent Voice • Staff CPD Monitoring of teaching and learning via Class Dojo	SLT HT, SENCO and PA to HT	Ongoing Sept 2020 / Jan-March 2021
To signpost all staff to the SAS well-being package where they can access counselling and other well-being services.	All staff are aware of the SAS service and use this to support their own well-being as and when needed	• Staff Voice	HT	Sept 2020

To re-establish positive behaviour and learning routines		• Assemblies • Pupil Voice	All staff	Ongoing
	All staff consistently follow the school's behaviour policy (Twilight Session from HT (Paul Dix approach)). All behaviour incidents are consistently logged on CPOMs to ensure a more accurate picture of negative behaviour incidents can be attained and support analysis All children will be able to talk about what constitutes 'positive learning behaviours'			