

COVID-19 catch-up premium plan



COVID-19 catch-up premium spending: summary

Loxley Primary School 2020-21

SUMMARY INFORMATION

Total number of pupils:	206	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16400	Year	2020-21

STRATEGY STATEMENT

Catch Up Funding will be spent on the following:

Mental Well-Being Support

"The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children - particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning"

Professor Rebecca Francis EEF

One to one and small group tuition

"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, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial."

(From page 5 of the EEF 2021 COVID-19 SUPPORT GUIDE FOR SCHOOLS 2021)

Rationale: In line with our ethos of aiming high together we have an ambitious approach to enable all children to develop the highest levels of attainment possible regardless of barriers to learning either developed or exacerbated during the Covid 19 pandemic. It is clear that for this to happen children need to feel nurtured, confident and enthused. Through collegiately identifying children most at risk of poor progress against a number of measures (identified below) and deploying teachers with known outstanding track records on nurturing well-being and promoting high standards of learning, we believe we will nurture well-

being whilst securing progress with no lost time. We have used advice of good practice from the Education Endowment Foundation as a basis for our decision making.

The overall aims of our catch-up premium strategy are:

- To ensure pupil’s well-being and confidence is nurtured to maximise learning potential and for it’s own sake
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Identification of Pupils to receive additional targeted support

At a meeting in September each year group’s current teacher met with the previous class teacher to RAG rate every pupil’s needs against the list of barriers to future attainment below. The headteacher then planned a costed plan to provide quality additional help for as many children identified to have significant barriers to future attainment based on the desired outcomes stated above as possible with the funding available.

BARRIERS TO FUTURE ATTAINMENT	
A	Low attainment in reading, writing or mathematics prior to March 2020
B	Existing learning needs in relation to engagement and resilience prior to March 2020
C	SEND
D	Known level of engagement in remote learning or in-school learning days in school
E	Vulnerability and disadvantage (children who have not been able to access pupil premium funding in the way we would have hoped and new vulnerabilities identified during the pandemic)
F	Mental Health and Well-Being Issues presenting themselves or being exacerbated through

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Barrier	Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	Reviewed	Estimated Cost
A	Additional small group tutoring with experienced qualified teachers with a track record of success.	<p>Pupils feel safe and demonstrate good mental health.</p> <p>and/or:</p> <p>Pupils make rapid progress in selected academic subjects.</p>	<p>"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy." EEF</p> <p>In four year groups we identified groups of children who have shown vulnerabilities in relation to the barriers for future attainment above who would benefit from small tutor groups focussing on the areas of reading, writing, mathematics (and for KS1 early reading and phonics). It was felt that by deploying experienced qualified teachers who are known to the school (either by being currently part-time or supply teachers) liaison and quality of teaching would be excellent. Qualified teacher tutoring (as recommended by the EEF) will allow for teachers to best use on-going assessment for learning to adapt to children's needs. Qualified teacher support will provide best understanding of pedagogy and expected outcomes for pupils.</p>	<p>James Connolly - Overview lead</p> <p>Jennifer Nash</p> <p>Claire Wilkinson</p> <p>Rachel Thornhill</p> <p>Tutor group leads</p>	Termly	£14,330.80

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Barrier	Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	Reviewed	Estimated Cost
	Additional teaching assistant support to allow more flexible and bespoke support for children with a wide range of different needs by both the class teacher and teaching assistants in the same class.	Pupils feel safe and demonstrate good mental health. and/or: Pupils make rapid progress in selected academic subjects.	"Great teaching is the most important lever schools have to improve outcomes for their pupils." EEF Pupils' in one class have a wide range of specialist individual needs. Therefore, rather than group tutoring out of class, it was felt more important to increase in class support so that all pupils could benefit from varied and flexible support from the class teacher with support from two teaching assistants who have different strengths in regards to reading, physical and mental well-being needs.	James Connolly (Head) and Dan Eaton (SLT)	On-going	£7020.75
	Release time for SENDCO to develop "Healthy Minds" systems across all year groups in school so there can be systematic, holistic and proactive identification and support for all pupils' well-being.	Pupils feel safe and demonstrate good mental health. and/or: Pupils make rapid progress in selected academic subjects.	(See evidence from Professor Rebecca Francis EEF on the impact of pandemic well-being during lockdown in the strategy statement above.) All children will be supported to recognise signs of how well they are feeling on a sliding scale and inform their teacher proactively using the Healthy Minds three point scale or zones of regulation dependent on the maturity of the class. Teachers will be informed of techniques they can use to promote well-being.	Victoria Village SENDCO	At the end of the school year	£501.12

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR						
Barrier	Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	Reviewed	Estimated Cost
B, C, D, E, F	Short one to one teacher support slots	Pupils feel safe and demonstrate good mental health. and/or: Pupils make rapid progress in selected academic subjects.	"In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary." EEF In instances where the Covid 19 lockdown has led to significant distress to children with existing vulnerabilities, some one to one tuition time with a qualified teacher is being used to lift progress with the associated nurturing opportunities associated with one to one provision.	Jenny Nash	Termly	£250.56
					Total	£22,103.23*

*remaining cost to be met from school budget.

REFERENCES
EEF (2021) COVID-19 SUPPORT GUIDE FOR SCHOOLS https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf EEF (2021) TEACHING AND LEARNING TOOLKIT (on-line) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit GOV.UK https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19