



# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	214	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17120		

USE OF THE FUNDING
<p>The Department for Education have specified the use of the catch-up premium as follows:</p> <ul style="list-style-type: none"><li>• Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year</li><li>• While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</li><li>• School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.</li></ul> <p><a href="https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium#using-catch-up-funding">https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium#using-catch-up-funding</a></p>

Southill School closed to most pupils in March 2020. It reopened to children in Reception, Year 1 and Year 6 in June 2020. During this first closure, children were provided with remote education from our website, from the BBC and from Oak Academy.

All children returned to school from September 2020 and a normal curriculum began. Children had clearly missed a number of important topics and teachers adapted the curriculum accordingly, while making decisions about which areas of the current year's curriculum to slim down, to make room for this 'additional' teaching. Children began to catch up quickly, especially in reading and maths.

In January 2021, school was closed to all pupils once again, and stayed closed for 8 weeks. Remote education was provided on Google Classroom and was much more thorough, interactive and successful than before.

Upon the children's return on March 8<sup>th</sup> 2021, we began a second review of our curriculum using assessment findings to help us target class, group and individual areas of weakness. This review took three weeks and meant that we were ready to start the summer term with an adapted curriculum focused on children's needs.

We also observed far greater levels of emotional issues among our pupils than we had after the first closure. Helping children with their mental health and wellbeing is therefore also a priority.

Therefore, the key aims of our 'catch-up' strategy are as follows:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 20. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

# Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	<p><b>Reading:</b> some children have not read to any great extent over the closure periods, although generally children accessed reading more than any other subject during lockdown. This has led to a significant gap between those that have read, and those that haven't. Fluency has suffered, as have comprehension skills. Star Reading tests demonstrate that some children have 'dropped-off' from their previous attainment.</p> <p><b>Writing:</b> Assessment data shows a levelling off, with no significant progress since March 20. Children's achievement has remained steady but generally shows little independent use of new concepts and skills to develop their overall understanding further. Children have lost some fluency in their writing and most children have lost an ability to write for a sustained period of time. Spelling has also suffered.</p> <p><b>Maths:</b> Arithmetic, calculation skills and recall of basic skills has suffered. Children are not able to confidently recall key number facts. They have not had chance to practise problem solving strategies as these have been difficult to develop remotely. Children struggle to explain their maths thinking to any depth when recording in their journals.</p>
B	Some children have not engaged with remote learning very well, and some have become demotivated through the experience. Children's attitudes to learning are not as well developed as before the two partial school closures.
C	Staff need to develop 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. We need to focus upon strategies and support which develop greater resilience and self confidence in our children.

## ADDITIONAL BARRIERS

### External barriers:

D	SEN children have struggled with the covid restrictions in place at school and the changes of routine following school reopenings. They have needed high levels of support, some to even come into the school building in the morning.
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## 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?
<b>September 20</b> Use baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Teachers' planning will be targeted to tackle shared weaknesses across the class.	Teachers are always using formative assessment to guide their planning so that it is focused on the needs of the class. They are used to working in this way and will use assessment data gathered at the start of term to do this.	SLT to monitor planning. Progress measured across the term.	PM	End December, March and July.
<b>March 21</b> Use final 4 weeks of term for informal diagnostic assessments	Identify areas of focus for summer term. Identify children for more specific intervention work (see below)	Following the schools reopening on March 8 <sup>th</sup> , we wish to ensure there is enough time in the timetable for re-socialisation activities as well as activities designed to support children's mental health. Focus in class on this and on informal diagnostic assessment.	Inset Day used for staff to produce analysis of assessments, identify areas on planning to adapt and children identified for interventions. All data passed to SLT and SENDCo.  SLT/SENDCo/Governors to monitor progress through the term	CW/DT	Monday 19 <sup>th</sup> April
Total budgeted cost:			Support TA budget: £2000		

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?
Intervention support (additional teacher) 1 afternoon per week	Children work in small groups of common need to receive targeted and intensive re-teaching and reinforcement of key concepts in maths and writing	EEF recommends small group tuition so the TA can focus exclusively on a small number of learners, in this case to provide support to children who are low attaining or who have been identified with gaps in their learning, so that they do not fall behind further.	SLT/SENDCo/Governors to monitor progress through the term by observing group work, talking to the TA and teacher, discussing the learning with the pupils.	DT	Before and after data will be analysed following a 10-week teaching period.
Employ tutor from National Tutoring Programme (subsidised to school)	Tutor to work with Year 5 and 6 on Reading. 15 sessions in total.  6 groups: 4 groups with ARE target, 2 with GDS target.	Some children have slipped back during the two lockdown periods. This slight 'dropping-off' can be rectified by some intensive reading comprehension work in small groups of 3.	NTP tutors are monitored through their own system, using benchmark data at start and final data at end to measure progress. Results of this to be shared with school..	DT	End June 21
In-lesson writing support from DH – summer and autumn term 21	Small groups to be given intensive support in lesson to achieve learning objectives and to revise key skills.	The EEF template for this support work is 'Within Class Attainment Grouping.' Pupils with similar levels of current attainment are grouped together and they all follow the same curriculum.  The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge and can work on shared areas of weakness together.	DH to provide feedback to teacher and to carry out marking and assessment for these groups.  Governors to monitor the progress of these groups and so assess the efficiency of spending.	CW	End July 21 End Dec 21
Total budgeted cost:			Additional teacher (1 x pm): £5320 NTP: £1000 Support to TA budget: £4000 Support to teaching budget £6000 <b>Total: £16320</b>		

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?
<b>Stormbreak</b> Daily sessions starting in March 21	Improved children's mental health and optimism for the future. Children have positive feelings about themselves and their learning reinforced daily.	Stormbreak is a national charity whose work is designed to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.	Two members of school staff to receive training as 'advocates'. Whole staff to receive training in the summer term. Feedback from children.	CW DT	End March 21 End July 21
Provide remote learning resources to parents of children in Rec/Year 1	Children's fine motor skills for writing are developed at home.	Children need this additional practice and cannot get this support at school while it is closed.	Verbal feedback from parents. Observation in class.	EC	At end lockdown period March 21.
Total budgeted cost:			Stormbreak: £750 Fine motor control catch-up kits: £150		