



COVID-19 Catch-up Premium Report

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, Bow CP School will be in receipt of £10,080 (126 x £80). The spending of this money will be down to schools to allocate as best fits their individual circumstances. 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.

Spending:

At Bow CP School, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”. These include a subscription to Phonics Bug Club, Ed Shed as well as resources to support Maths fluency programme.
- Utilise the skills of a teacher two days per week to work with small groups of children across those two days. One day will provide literacy catch up and the other day will tackle maths catch up.

Aims

The broad aims for “catch up” at Bow CP School:

- 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. 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 predicted for the end of 2022.
- The mental health needs of pupils that have arisen as a result of the pandemic and are being met and supported by the school in both a preventative capacity and as the need arises.

Catch Up at Bow CP School is:

(For all children)

- **First quality teaching in every classroom:** all teachers will plan lessons to move children forward from their baseline assessment starting points (these were undertaken at the end of September), so that in the first instance they catch up to the level that they were in March 2020 (spring term), then moving to achieve age related expectations (ARE) thereafter.
- **High quality assessment:** pupils from year 2 through to year 6 will undertake ‘soft’ assessments, in reading, writing, maths, spelling and times tables, to determine their current levels of attainment. These results will be compared to those that were attained at the end of the spring term, immediately prior to lockdown. This will give all teachers, the baseline assessment that they need to determine the levels of regression and how far the pupils need to progress to reach those levels obtained in March 2020, as well as how far from ARE, each pupil is.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn and spring terms. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in these terms.
- **Sustained professional development:** high quality teaching requires focus on improving teaching and supporting teachers who are early on in their career. The effective teaching of lessons remotely, requires careful training and planning to ensure that all teachers and adults working with children remotely are skilled in using ‘remote’ technology. This will enable us to be as effective as possible in remote teaching.

(For some children)

- **Targeted diagnostic assessment:** some pupils may need to undertake different assessments, which will provide further information and assist teachers in gaining a firm understanding of additional support / teaching that a pupil may require. E.g. a phonics assessment for a pupil in year 4 or 5, or High frequency words for a pupil in year 6, to aid their progression.
- **Targeted academic support:** some pupils will require one to one or small group support, which should, wherever possible, be linked to classroom teaching. This will be a key component for the forthcoming year.
- **Wider strategies:** Within this area we will be looking to support attendance at school, provide support for all pupils who have been affected by lockdown and may have social, emotional and behavioural needs, but especially those pupils who may have experienced adverse circumstances during the closure. We will be looking to support all our families through regular communication

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of comprehension across the school
B	Poor rates of spelling
C	Low levels of maths across the school
D	Low levels of times table knowledge

ADDITIONAL BARRIERS

External barriers

E	Home learning environment – conducive to learning
F	Reduced attendance rate of pupil premium children
G	Lack of access to technology in the home
H	Late arrival to school (factors at home affecting prompt attendance)
I	Continuous Professional Development for teachers: phonics, maths mastery, problem solving, remote learning platforms

Planned expenditure for current academic year

First quality teaching					
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?
1. Improve the level of reading comprehension across the school	Pupils from year 2 – year 6 to have attained scores at least in line with those of March 2020	Evidence is the September school baseline assessment which highlighted a regression of reading comprehension, below levels attained in March assessment	First Quality Teaching and increased teaching time for comprehension Catch up supported by Learning Support Assistants A 'catch-up teacher has been engaged to deliver additional teaching time (1 x 25 @ £160 = £4000) Purchase Twinkl subscription for comprehension tests (£90)	CJ	December 2020 March 2021 June 2021
2. Improve the level of spelling competency across years 2 - 6	Pupils to attain levels commensurate with those attained March 2020	Evidence is the September school baseline assessment which highlighted a regression of spelling marks, below levels attained in March assessment	First quality teaching Purchasing of the 'Ed Shed' subscription, to enable pupils to continue learning at home 1 x £220 annual subscription	CJ	December 2020 March 2021 June 2021
3. Deliver first quality teaching in maths	Raising the attainment level in maths assessment Increasing the level of progress in maths	Evidence is the September school baseline assessment which highlighted a regression of skills, below the level of the March assessment	First Quality Teaching Catch up supported by Learning Support Assistants A 'catch-up teacher has been engaged to deliver additional teaching time (1 x 25 @ £150 = £4000) Support from the Maths subject lead	AH	December 2020 March 2021 June 2021
4. Promote and develop times table skills across the school	Pupils to attain times table skills; increase their speed and fluency	Evidence is the September school baseline assessment which highlighted a regression of skills, below the level of the March assessment	First quality teaching Promote in school the app TT Rockstars; use inter class competition; reward people for practicing and progression Use of the Ed Shed subscription	AH	December 2020 March 2021 June 2021

5.	Promote and develop maths basis skills such as number bonds and place value	Pupils to be secure with knowledge of number bonds and place value	Evidence is the September school baseline assessment which highlighted a regression of skills, below the level of the March assessment	First Quality Teaching Catch up supported by Learning Support Assistants A 'catch-up teacher has been engaged to deliver additional teaching time (costed in number 3) Support from the Maths subject lead	AH	December 2020 March 2021 June 2021
6.	Increasing the skills of the maths subject lead	Increase the level of support given to teachers	Support teachers to develop their maths teaching develop and progress fluency, reasoning and problem solving in maths across the school	Release time for the Maths subject lead – for planning alongside the teachers, as well as delivery of the lesson and catch up development time post lesson (8 x £75 = £600)	AH	December 2020 March 2021 June 2021
7.	Develop phonics confidence and skills in RQT	RQT and subject lead have increased their Phonics skill and knowledge level	Recent conversations in appraisal revealed areas where further CPD needed to be targeted	Staff will undertake training Phonics application and instruction to other staff members will see an increase in confidence of staff for delivery and pupil attainment in phonics (2 x £40 = £80)	CJ / DB	November 2020 March 2021 June 2021
8.	Developing maths mastery across the school	Subject lead to introduce and develop the maths mastery across the school	Recent application and success as a maths mastery practitioner; development plan to further this throughout the school; working with teachers in staff development time and management time to increase skills and knowledge	Conversations with the maths lead; Attendance by the Head at mastery meetings to determine the school's level of engagement and development along the pathway	AH/LH	December 2020 March 2021 June 2021
9.	Staff to attend 6 – day Developing Problem Solving course	As part of the above, 2 staff will attend this year's round of the problem solving course	Increase staff knowledge, skills, confidence around the maths mastery delivery of this part of the maths curriculum	Maths lead to conduct drop-ins Book scrutiny will reveal work in books; staff development time will engage in conversations about the development within the class (costed in school budget)	AH LW/GS	December 2020 March 2021 June 2021 October 2021
Total budgeted cost:						£8990

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?
10. To ensure that year 1, 2 & 3 pupils have sound phonics knowledge and skills	Year 1 and 2 children pass their phonics assessment. Year 3 pupils have good level of phonics and spelling skills	Evidence is the September school baseline assessment which highlighted a regression of skills, below March assessment	First Quality Teaching Catch up supported by Learning Support Assistants delivering phonics programme Additional teaching time to catch up on missed letters and learning Staff CPD (as above in number 7)	CJ	December 2020 March 2021 June 2021
11. Pupils who need additional support and time will undertake targeted diagnostics to develop a programme of intervention for them	Pupils to attain and surpass their attainment of March 2020	Evidence is the September school baseline assessment which highlighted a regression of skills, below March assessment	Catch up supported by Learning Support Assistants delivering specific programme, such as phonics, speech and language interventions, Plus 1 (maths), handwriting intervention (Theodorescu), proprioception exercises (fun fit) use of clickr (£125, per pupil x 2) TA's will use some of the programmes that are mentioned in the above section	Ali Gillard	December 2020 March 2021 June 2021
Total budgeted cost:					£250

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?
12. Home learning environment	<p>Communicate to parents about home learning in advance (of a potential self-isolation)</p> <p>Give tips on timetable, zoom contact, quiet space for learning, access to technology</p>	<p>Parents may not be aware that some simple changes may be very effective in supporting their child with learning at home.</p> <p>A leaflet that will support home learning to be produced and distributed at home.</p>	<p>Leaflet can be distributed to all parents via School Comms</p> <p>Any partial closure, reference will be made to this to help with learning – resend if necessary</p>	Whole staff	Each term or more frequent if the need arises
13. Poor attendance	<p>Improve attendance and educational outcomes</p>	<p>Evidence is the September school baseline assessment which highlighted a regression of skills, below March assessment</p> <p>Lack of progression since returning to school</p>	<p>Monitor and review each half term pattern of attendance</p> <p>Regular liaison with the admin team to monitor any patterns of absence</p> <p>Contact parents if patterns of absence are emerging to determine any support required; involve EWO if necessary</p>	LH	Half termly
14. Pupils struggling with social, emotional and behavioural issues	<p>Improve mental health and wellbeing, improve engagement in class and learning</p>	<p>Increased traffic on CPOMS, increased conversations with staff about pupil</p> <p>Staff expressing concerns</p>	<p>Monitor CPOMS traffic,</p> <p>Regular catch-ups with teacher to determine progress</p> <p>Lesson time being given over to Mindfulness, Yoga, Tai Chi and the RSE curriculum, as well as the Foundation subjects</p>	LH / LW	Half-termly

15. Continuous Professional Development for staff (CPD)	Ensure staff are skilled with new technology to enable delivery of remote learning, as well as developing maths mastery skills and embedding phonics skills and knowledge for teaching	The Education Endowment Fund recommends professional development for teachers to support curriculum planning or focused training on effective use of teaching using technology	<p>Staff participation during an INSET day for remote technology development</p> <p>Staff feedback and participation during staff meetings to disseminate information and learning from CPD</p> <p>Cost of courses 5 X £50 = £250 Cover for classes 5 x £100 = £500</p>	LH	December 2020 March 2021 June 2021
Total budgeted cost:					£ 750

ADDITIONAL INFORMATION

- Results from staff have been compiled into spreadsheets and shared with governors to highlight the levels of regression in reading, writing and maths
- Results are being used to track progress and help determine which pupils require support going forward. This is being reviewed each half term, along with the area of focus
- Evidence from the Education Endowment Fund has been used to help compile this report, in terms of what areas we are supporting and how
- Pupil questionnaire results have been shared with governors; some pupils do not yet feel safe or feel that they are learning well. Governors have been into school and spoken with pupils about the school and learning environment
- Staff questionnaire results have indicated areas that concern them – mental health and well-being is an area that requires support currently
- Attendance records evidence that those pupils in receipt of free school meals, or pupils who have an EHCP have lower levels of attendance at school than their counterparts
- The progress of the pupils across the school will be monitored each term by the governors