

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	457	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,280		

STRATEGY STATEMENT
<p><u>Following school closures caused by COVID-19, our school catch up priorities are:</u></p> <ul style="list-style-type: none"> ○ To support children in closing the attainment gap in phonics and their reading ○ To support children in closing the attainment gap created in writing and maths ○ To support the emotional well-being and mental health of pupils ○ To work with parents to support their children ○ To support with effective remote learning <p>We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes. We will use timely assessments of both children's academic and personal development needs to inform our decisions.</p>

Barriers to learning

ACADEMIC BARRIERS TO FUTURE ATTAINMENT	
A	Children's mental health over the periods of school closure due to COVID-19, needs to be taken into consideration and will be a key priority for staff. Children may have low self-confidence and have low levels of resilience.

B	Access to live teaching in the first lockdown was limited, and parents may not have been confident how to support. Therefore, there will be gaps in knowledge. Gaps need to be addressed quickly to ensure children catch up and make appropriate progress.
C	Some pupils had limited access to reading materials during the lockdowns and therefore, reading ages may be lower than expected.
ADDITIONAL BARRIERS	
D	Lack of access to ICT at home may limit children's opportunities to access home learning should they have to self-isolate, or their bubbles close.
E	Some children may find difficulty in settling back into school routines and may have limited levels of concentration, learning stamina and the lack of structured learning experiences in school closures in March 2020 and January 2021.
F	Due to children being indoors and less active during Covid isolation, children's health may have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life

Planned expenditure for current academic year

Quality of teaching for all					
Strategy	Rationale	Intended outcome and success criteria	Implementation	Staff lead	Review
Quality first teaching of maths from highly trained staff	<i>'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important. Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development.'</i> The EEF guide to supporting school planning Dec20	Strong teacher knowledge of; - progression in maths - identification and reactivation of learning gaps in maths Children beginning to reactivate learning and close attainment gap	Purchase Herts catch up programme and fluency slides from HfL High quality professional development programme for maths Targeted coaching for teachers from subject leaders Implementation of new materials, and reactivation approaches in all classes.	Maths subject leaders	Termly Feedback from staff Data analysis Monitoring of books, notebooks and lessons

<p>Quality first teaching of writing</p>	<p><i>'Great teaching is the most important lever schools have to improve outcomes for their pupils.</i> The EEF guide to supporting school planning Dec20</p>	<p>Strong teacher knowledge of; - identification and reactivation of learning gaps in writing</p> <p>Children beginning to reactivate learning and close attainment gap</p>	<p>Staff training on writing and identification of gaps</p> <p>Teaching reflects learning gaps</p>	<p>English subject leader</p>	<p>Termly Data analysis Feedback from staff Monitoring of books, lessons and notebooks</p>
<p>Effective remote learning</p>	<p><i>'Ongoing changes to technology platforms may also mean that sustained teacher professional development is a necessity'</i> The EEF guide to supporting school planning Dec20</p>	<p>Well trained staff are able to provide effective home learning to ensure all children have access to quality live teaching and feedback</p>	<p>CPD for staff of Google platform and how to use it effectively to deliver and support quality home learning</p>	<p>Computing lead SLT</p>	<p>Spring 2021 Informal feedback from staff</p>
	<p><i>'Pupil's access to technology is an important factor affecting whether they can learn at home. As pupils return to schools, technology can also be valuable: for example, by facilitating access to online tuition or support.'</i> The EEF guide to supporting school planning Dec 2020</p>	<p>Children all have access to laptops and equipment in school allows for children to access learning while isolating.</p> <p>Children have access to quality learning resources when taking part in home schooling.</p> <p>Children have access to high quality teaching and learning during periods of self-isolation or bubbles closing</p>	<p>Purchase 11 laptops, sound bars and webcams</p> <p>Purchase and implementation of learning platforms such as Times Tables Rock Stars, Spelling shark, clicker</p> <p>Embed Google Classroom in practice so that children are familiar with accessing and using it effectively</p>	<p>Computing lead SLT</p>	<p>Termly Informal feedback from staff, pupils and parents Parental survey Pupil voice in school council</p>
<p>Total budgeted cost:</p>					<p>£10,000</p>

Targeted support

Strategy	Rationale	Intended outcome and success criteria	Implementation	Staff lead	Review
Responsive small class daily catch up	<i>'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.'</i> The EEF guide to supporting school planning Dec 2020	Key learning gaps of individuals and small groups are identified in class teaching and the teacher works with them to close the gap	Teacher teaches small groups in response to their teaching the previous day while the TA takes the register and in Friday assembly	SLT	Termly Data analysis Feedback from pupils and staff
Reading support in KS1 through one to one small and group tuition	Extensive evidence supports the impact of high quality 1:1 and small group tuition as a catch up strategy and the importance of early reading skills. (EEF)	Regular assessment ensures children are reading the correct level of books KS1 pupils make accelerated progress to develop early reading skills to close gaps in reading skills/knowledge.	Daily 1:1 reading with targeted children Half termly book banding assessment Additional books purchased	English subject leader	Half termly Book banding Reading assessments
Ks1 phonics through one to one small and group tuition	Extensive evidence supports the impact of high quality 1:1 and small group tuition as a catch up strategy and the importance of early reading skills(EEF)	KS1 pupils make accelerated progress in phonic skills Quality phonic resources readily available.	Employ a specialist teacher 1/2 days a week to take extra phonics groups in KS1 Complete regular phonic assessments Phonic resources made	English subject leader	Half termly Phonic assessments

Small group maths, English and reading sessions in KS2	<i>'Tuition delivered by qualified teachers is likely to have the highest impact'</i> The EEF guide to supporting school planning Dec 2020	Targeted KS2 pupils who were off track make accelerated progress in reading, writing and maths.	Employ an additional part time teacher(s) to provide; - Small group English sessions - Small group maths lessons - Small group guided reading sessions - Writing conferencing sessions - Small group maths sessions - Maths intervention groups	English and maths subject leaders	Data analysis Evidence of impact on pupils independent work – book scrutiny
Total budgeted cost:					£18,000
Other approaches					
Strategy	Rationale	Intended outcome and success criteria	Implementation	Staff lead	Review
Supporting pupils mental health	<i>'Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Once more, meaningful and manageable assessment will be crucial. '</i> The EEF guide to supporting school planning Dec 2020	All KS1 and KS2 children have a well-being assessment Through quality whole class PHSE lessons pupils are supported to overcome any anxieties around returning to school, are supported to build resilience and learning stamina. Children have a safe space to go to if they feel anxious Children feel calm and safe when in school	All children complete the PASS assessment. Recovery curriculum at the after school closures focuses on the mental health and well-being of pupils. PHSE lead to model quality whole class PHSE lessons Introduce worry boxes to support children who are anxious Create a calming space for children to go to if they feel anxious	HT, SLT, SENCo, Pastoral lead, PHSE subject leader	Autumn 2020 Spring 2021 Spring 2021
Small group well-being intervention sessions		Identified children are taught strategies which help them build resilience that enables them to cope with challenging situations	Employ extra TAs Complete well-being sessions for identified children.	HT, SLT, SENCo, Pastoral lead,	Termly

Supporting parents and carers	<i>'Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.'</i> The EEF guide to supporting school planning Dec 2020	To enable parents to feel part of their child's learning experiences Parents and carers are fully abreast of learning expectations, curriculum coverage and enrichment; their child's attainment and progress	Embed strong links via parent/carer correspondence (e.g. newsletter every week during lockdown, telephone class/emails from class teachers SENCo, pastoral lead) Telephone parent consultations Family online events during lockdowns eg science, book quiz in lockdown	HT, SMT & all staff	Survey Spring 2021
Total budgeted cost:				£5,280	

As we are all aware many of our pupils have suffered the effect of our school not being fully open from March to September 2020 and in Spring 2021. The government have recognised that pupils will need additional support to try to help them to close the gaps in their progress and attainment. Every school has been given the equivalent of £80 per pupil to help schools to bridge this gap. At Northgate the SLT have reviewed research to produce our catch up strategy.

This will be reviewed each term by Governors and Leaders.