



Bream C of E Primary

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	144	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£11520	Total spend:	£12143

GUIDANCE AND USE OF FUNDS

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way

The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

IDENTIFIED IMPACT OF COVID-19

Academic barriers:

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Place value knowledge had been lost too. This is reflected in arithmetic assessments and observations of learning during the first weeks back to school and mini assessments from GL Assessments carried out in September 2020.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write as much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting is a focus in each class as our handwriting scheme has to be taught correctly and practiced regularly for the style to be maintained. All teachers have reported a decrease in the children's ability particularly with regard to their stamina for writing.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The reading had focused on de-coding rather than comprehension skills. However, some children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. A significant number of children are below where they should be with their reading levels. The lack of 'cultural capital' and experiences have impacted on the children's vocabulary and their oracy.
Foundation Subjects	There are now significant gaps in knowledge – whole schemes for learning have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

ADDITIONAL BARRIERS

External barriers:

Attendance	Some children have been affected by needing to isolate (either as a direct or indirect result of a Covid-19 contact). This has resulted in an exacerbation of the issues above. In some cases, pupils have been subjected to multiple periods of isolation.
Well-being	SEMH has been significantly impacted by the pandemic.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	Chosen Approach and Cost	Impact (Once reviewed)	Staff lead	When will you review this?
Quality first teaching for all <i>Supporting great teaching:</i> Our Curriculum identifies missed and prior learning which links into our current plans. The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, we are focussing on CPA – concrete, pictorial and abstract, manipulatives, ensuring they are taught and accessed regularly through Inspire Maths.		Additional time was provided for teachers to research and plan our curriculum in the summer term in preparation for our return in September 2020 including focused CPD and INSET sessions devoted to our recovery curriculum. Monitoring of books will take place in staff meeting time. Release time will be available to as monitoring time and additional cover will be required to facilitate this. (Included in School Improvement Plan Costs)	Curriculum content delivered. Full curriculum in place by end of Spring 2021.	GP / RD Maths and English Lead	Termly
Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.		Implement the PIRA reading and SPAG and GL Maths National Test-style Standardised Assessment tests as well as phonics assessments. Complete tests and record assessments to identify gaps on tracking and use data to identify vulnerable individuals.	Gaps identified in numeracy and literacy - phonics, spelling, sentence structure, comprehension – and subject specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts. Pupils provided pupils with high quality feedback, building on accurate assessment. Gaps reduced from baseline assessments.	Maths and English Lead Assessment Lead Executive Team	At Pinpoints throughout 2020 / 21

Total budgeted cost:					
Targeted support					
Action	Intended outcome and success criteria	Chosen Approach and Cost	Impact (Once reviewed)	Staff lead	When will you review this?
Reading Interventions Whole class, small group and Individual Identified children will have significantly increased rates of reading fluency, expression and intonation. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.		All teachers are expected to read to their class daily, demonstrating reading porosity. Cracking Comprehension purchased for all year groups. (Included in School Improvement Plan Costs) Guided reading and targeted 1 – 1 reading support provided. TA costs £4,027	Confidence raised. Reading ages and Standardised scores increase.	English Lead and class Teachers	Termly
Phonics Interventions Identified children will regain lost and missed phonics learning and increase their understanding and application of phonic knowledge within their reading and writing.		Additional whole class sessions included daily. Phonic strategies implemented within specific intervention sessions targeting key children. Class and Intervention support provided in Year 1/2/3 TA costs £4,027	To identify gaps in phonics to work towards phonics screening in Autumn 2 2020 (Y2) and Summer 2021 (Y1)n to meet National Expectations. Phonetic Knowledge Gap reduced in KS2.	English Lead EYFS Lead Class Teacher	Termly
National Tutoring Programme Focused 1:3 tutoring through the NTP working with small groups in Year 4 and 5 to address identified gaps in learning and support.		EEF research suggests that small group tuition is highly effective in supporting rapid progress. NTP: £855	Children will make accelerated progress. Gaps in knowledge will be closed. Children will reach ARE by the end of the year 2020/21	Curriculum Lead Class Teacher	Spring / Summer 21
Total budgeted cost:					£8909

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?
Supporting home learning Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.		An effective online learning platform will ensure home learning is effective, impactful and will prevent pupils from falling behind, as well as supporting parents to facilitate good quality home learning. SeeSaw TT Rockstars Cost: £1276	Parents feel confident in supporting home learning through the use of on-line programs. Pupils confidently accessing on-line programs / APPS .	GP	Annual (inline with renewal)
Support for SEMH Barriers to learning identified and addressed in order to enable children to access their learning.		Monitor SEMH children across the school and implement a program of class support and individual interventions. Whole School Weekly PSHCE structured curriculum – SCARF - Coram Education Individual Support –Listening Post / Referrals to TIC Space to Shine Part of Trailblazer Program to provide individual support to children / parents through Young Minds. Cost: £1967	Children provided with support to enable them to access learning.	SEND and Inclusion Lead Listening Post	Termly
Total budgeted cost:					£3234

