



GWLADYS STREET COMMUNITY PRIMARY AND NURSERY SCHOOL COVID catch-up premium report

Funding to school

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise school's approach for pupils to catch-up, including their plans for and use of catch-up funding. This should include consideration of whether school are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	366	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,280		

STRATEGY STATEMENT

Intended Outcomes

For baselines to identify gaps in learning and children to 'catch up' on their learning.

Recovery curriculum is taught and monitored to ensure objectives from previous term are taught through the term.

Subject leaders to introduce their subject/themes throughout the year to ensure an ambitious curriculum is implemented and all areas of curriculum are being taught by summer 2021.

EEF support with strategies and interventions are implemented across school to ensure best use of funding. Use of 2 x teachers to cover class teachers to support with targeted interventions.

The attainment gap between disadvantaged pupils and their peers are narrowed in Reading, Writing and Maths.

All pupils' attainment closes the gap created by COVID 19 closures in Spring/Summer 2020 and further self-isolation.

Children's social and emotional well-being is a priority and opportunities are created each week.

Outdoor learning is a tool to support engagement, social, emotional and health well-being.

Sport is used to promote healthy and social/emotional well-being.

Use of commercial programs to support basic skills.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Baselines were low when children returned in September 2020 in Reading, Writing, Maths and Science. Many children did not do enough learning through the first lockdown in 2020 and less than 50% have access to a device for internet learning and less have access to a device that is conducive for learning ie. Laptop/ipad.
B	Children self-isolating (some more than once) and being unable to follow the curriculum at the time. Teachers need training on remote learning. Children have few resources at home to work with.

C	Children's social and emotional well-being hindering academic achievement.
D	Lack of technology and resources for children at home.

ADDITIONAL BARRIERS

External barriers:

D	Attendance – some parents refusing to send children into school. Many children self-isolating or missing school whilst waiting for COVID 19 results and attendance is low.
E	Severe behaviour from some SEBD children
F	Increase in economic circumstances for pupils.

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	Review will be at the end of February half term.
<p>All staff to be trained on the recovery curriculum and how to catch up by summer 2021.</p> <p>Staff to use a variety of strategies for pupils to build up knowledge and get immediate feedback.</p>	<p>All staff will teach an ambitious and broad curriculum by 2021.</p> <p>All children will have been taught missing concepts from academic year 2019/20 and feedback will be essential to pupils attainment being raised.</p>	EEF 8+ with immediate feedback.	<p>INSET sept.</p> <p>Use of</p>	AMB/PWM/BJ	
<p>The use of outdoor learning for engaging and exciting lessons which involves collaborative learning.</p>	<p>Children's well-being is supported, in conjunction as healthy learning, to enjoy learning and achieve intended outcomes for success.</p>	EEF 5+ for collaborative learning	<p>Lead member of staff</p> <p>Staff meetings with NFS</p> <p>Outdoor learning weeks.</p> <p>Planning must have at least one opportunity a week across the curriculum.</p>	RB	

<p>Reading and phonics is a main focus across the school and curriculum. School to purchase Accelerator reader and new reading books to support reading comprehension.</p> <p>Focus on spelling using technology.</p>	<p>All children make at least 12 months+ progress in their reading over the academic year.</p>	<p>EEF 5 + Reading comprehension EEF phonics 4+ EEF digital technology 4+</p>	<p>Books are disseminated.</p> <p>Training of staff on new programme</p> <p>All children to be heard to read 1-1, class reading, technology available in each classroom for children to do AR 'quizzes'. Assessment for RA completed on AR 3 x a year for years 2-6. PM benchmarking for Year 1.</p> <p>Reception to have a weekly timetable for 1-1 reading and sending books home with phonics, plus a book for parents/carers to read with child.</p> <p>FS 1 children to take home reading book weekly for parents/carers to read with children.</p> <p>Booklets on phonics/home reading for EYFS to be sent home.</p> <p>Spag.com purchased and IDL to support with numeracy and English skills.</p>	<p>AMB/LC</p>	
<p>Speech and language link is implemented to support children's receptive and expressive skills.</p>	<p>More children will be able to access speech and language activities.</p> <p>More staff will be trained on how to deliver speech and language activities.</p> <p>School's speech and language therapist will focus on the most needed cases.</p>	<p>EEF 5+ Oral Language interventions One to one tuitions 5 +</p>	<p>Assess all EYFS and Key Stage 1 children.</p> <p>Assess KS2 children who may need support.</p> <p>Train all TAs to learn how to assess children on the programme and access activities.</p> <p>Write a provision map.</p> <p>Monitor progress.</p>	<p>GP</p>	

Implement Power Maths.	Children from Year 1 to 6 follow mastery curriculum in maths. Children to work collaboratively following a consistent approach across school.	EEF 5+ mastery learning EEF 5+ collaborative learning	Maths subject leader to lead staff meetings for training. Planning is monitored by subject leader. Monitor online usage.	PWM	
				Total budgeted cost:	£2300 (one year of AR) £399 (IDL) £275 Spag.com Speech LINK £400
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?

<p>Group work with children on:</p> <p>Maths Reading Writing Phonics</p> <p>Use Learning By Questions, Power Maths materials, RWI phonics, Accelerator Reader quizzes, Headstart materials for reading and grammar, Spag.com</p>	<p>Children to catch up on their learning.</p> <p>Children to have learning reinforced with new concepts.</p> <p>Children be able to apply their learning.</p> <p>Children to achieve expected + progress.</p>	<p>As above for phonics, reading, mastery approach, one to one tuition.</p> <p>EEF 4 + for small group interventions.</p> <p>EEF 3 + reducing class size</p>	<p>Year groups will be able to plan a detailed timetable for 5 week blocks with a third teacher.</p> <p>Third teacher to take the class whilst class teachers to take the interventions (one to one or small groups).</p> <p>Assessment data to be monitored for impact and reviewed.</p> <p>Year 6 to have small groups for English and Maths each day for five 5 weeks with third teacher.</p>	<p>NB/AMB/PWM</p>	
<p>Staff will use Catch Up SIL resources to 'plug gaps' for children to make at least good progress to reach their expected level.</p>	<p>Children will be secure in learning they have missed during Summer Term.</p> <p>Gaps in learning will be filled.</p> <p>Parents will be informed of how to support at home.</p>	<p>EEF 5+ One to one tuition EEF 4+ Small group tuition EEF 3+ Parental engagement</p>	<p>All teachers will be trained in the Catch Up materials.</p> <p>Staff will monitor the children's progress.</p> <p>SLT will monitor progress.</p> <p>Parents will be given leaflets to support their children – this will be planned by English and Maths Leads</p>	<p>AMB/PWM</p>	<p>Cost of photocopying.</p>

<p>Sport is a main part of the weekly timetable – daily mile and extra pe sessions and active learning.</p> <p>New PSHE learning journals are implemented across school.</p>	<p>Children’s mental and health well-being is supported.</p>	<p>EEF 4+ Social and emotional learning.</p> <p>EEF 3+ Behaviour interventions.</p>	<p>Timetable for sports apprentice</p> <p>Timetable PE is implemented and extra themed days for sports activities are implemented.</p> <p>Learning journals are used throughout the week to record thoughts/feelings as well as through jigsaw.</p> <p>Additional team member to calm central to deliver PSHE.</p>	<p>DF/GB/CB/LM</p>	
				<p>Total budgeted cost:</p>	<p>£29,290 + extra teaching staff £9000 sports premium supporting will support staff teaching a range of PE will support staff teaching a range of PE £60 for exercise books.</p>
<p>Other approaches</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What’s the evidence and rationale for this choice?</p>	<p>How will you make sure it’s implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>Smaller Calm Central room in KS2 building for small group interventions and a safe place to learn.</p> <p>Additional member to deliver therapeutic strategies.</p> <p>Train staff in Class Dojo and Google Classrooms for remote learning.</p> <p>Produce learning for children who are self isolating and do not have access to wifi.</p> <p>Delivery for FSM and digital technology for children self isolating.</p> <p>Extra food to support families.</p>	<p>Children's well-being and mental health is supported.</p> <p>Children can continue their learning if not able to attend school.</p>	<p>As above for social and emotional</p> <p>EEF3+ parental engagement</p>	<p>Timetable for Calm Central team.</p> <p>Timetable for children with SEBD needs to access CC2.</p> <p>Systems put in place for Fareshare to be delivered to school, including LFC and EFC meals.</p> <p>Digital technology to be sent to families when self isolating.</p>	<p>AMB/CB/DF/</p>	
				<p>Total budgeted cost:</p>	<p>£750 for staff photocopying for 10 weeks £1600 Fareshare</p>