

COVID-19 Catch-Up Premium Report

Tanfield Lea Community Primary School.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	358	Total catch-up premium budget:	£25,000	Amount of catch-up premium received per pupil:	£80
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STRATEGY STATEMENT

Include a brief overview of your catch-up premium strategy. For example:

- School's catch-up priorities:

Our priority is to fill the gaps that have developed due to a year of disrupted education. Maths and English have been identified as the focus for this.

Our assessments in the autumn 2020 indicated the following gaps in maths, reading and writing from previous Key Stage, but disadvantaged data shows that they have fallen even further. Whole school data shows:

- Y1 – 10 - 20% lower
- Y2 – lower but not significantly
- Y3 – 40 - 45% lower
- Y4 – 10 – 15% lower
- Y5 – up to 15% lower
- Y6 – 5 - 15% lower
- The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning

We decided the best people to support the children were their teachers and so have extended the school day by an hour on a Wednesday. We decided to do this for all children as the disruption as impacted on them all and, for reasons of manageability, buy-in and equity the extended day is for all children from Pre-School through to Y6

The extra hour enables two forms of catch-up:

- a) It adds an extra hour for the teachers to timetable a Catch-Up Maths session during the week – by having an extra an hour we are able to continue to offer a broad and balanced curriculum of all subjects throughout the week. Teachers timetable this at the best time during the week for their class.
- b) During the last hour of the day on the Wednesday, the teachers are released and a Teaching Assistant takes the class for a foundation subject (maintaining the broad and balanced curriculum) whilst the teacher can withdraw 1 or 2 children every 15 minutes to work with the most vulnerable or those who have fallen furthest behind, addressing specific gaps in English.

- The overall aims of your catch-up premium strategy:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

- Children haven't been able to maintain their numeracy skills
- Ongoing difficulty in maintaining basic number facts
- Children haven't been able to maintain their literacy skills
- Remote Learning – supporting those who didn't fully access the remote learning offer
- Remote Learning where some children have accessed this but not at an appropriate standard

We have identified these areas through the data from the autumn internal assessment, monitoring of remote learning and in class ongoing assessment.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	<ul style="list-style-type: none"> ➤ Children haven't been able to maintain their numeracy skills ➤ Ongoing difficulty in maintaining basic number facts
B	<ul style="list-style-type: none"> ➤ Children haven't been able to maintain their literacy skills
C	<ul style="list-style-type: none"> ➤ Remote Learning – supporting those who didn't fully access the remote learning offer ➤ Some children have accessed this but not at an appropriate standard

ADDITIONAL BARRIERS	
External barriers:	
D	Remote Learning – supporting those who didn't fully access the remote learning offer
E	Some children have accessed remote learning but not at an appropriate standard
F	Lack of technology

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?
Weekly Catch-Up Maths sessions for all children from Y1 to Y6.	Children consolidate the appropriate strategies at ARE. Basic number facts are retained. A greater % children are working at ARE and GD	Children are completing specific activities to support their pupils to catch up for lost teaching over the previous months (DfE Catch Up) EEF states that great teaching and whole school strategies will improve outcomes for the children. Our teachers know the children best and we are using this funding to give the children more teaching time with them. Important that any extension to the day is fully supported by parents and staff. (EEF)	Teachers are able to assess where the weakness in knowledge is through previous remote learning as well as knowing what areas were not covered during the first lockdown. Through Maths interleaving and November CPD, concepts are reviewed regularly and this, along with ongoing assessment directs the teaching of Catch-Up sessions. School discussed the plan with all staff and governors and got 100% buy in to this. Parents have also fully supported this – 100% attendance.	KH and MT	Ongoing review including monitoring by governors. Data capture will be June 2021
Total budgeted cost – see below as this is a combined cost:					

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?
Teacher to withdraw PP and other vulnerable either 1:1 or 1:2 for 15 minutes x 4 during the extended hour. This focus will be on English.	Children consolidate the appropriate strategies at ARE. The gap between these children and the rest of the cohort is narrowed. A greater % children are working at ARE.	EEF state 'there is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.' 'The tuition is guided by the teacher, focused on the areas where the pupils would most benefit and delivered by qualified teachers.' 'Tuition delivered by qualified teachers is likely to have the most impact.'	Sessions are timetabled and take place at the same time for all year groups from Y1 to Y6. The teacher plans this and children record what they are learning in the English book. It is a combination of reviewing previous work, correcting/improving it and developing it further.	KH and MT	Termly including review by governors Data capture will be June 2021
Total budgeted cost (29 weeks of Catch Up, combination of Catch Up Maths and 1:1/1:2 direct teaching sessions):					£21157.97

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?
Ensure all children have the appropriate technology and skills to engage in remote learning when required.	Children can access all remote learning and therefore consolidate skills.	<p>When children are learning remotely, to ensure the learning is as effective as possible, feedback is necessary. This needs to be as immediate as possible and therefore</p> <p>EEF 'Pupils access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular lack of access to technology has been a barrier for many children.</p>	<p>School has enabled access to technology initially through the loaning of iPads and then subsequently through accessing the DfE offer of laptops or Chromebooks.</p> <p>38 devices are now available for parents to borrow for use for remote and home learning</p> <p>A register of remote learning was kept and where children were not accessing this regularly, contact was made with parents and any barriers were discussed.</p>	KH	Ongoing
Remote learning offer has developed and improved since March 2020 including introducing eSchools and, more recently, Teams training to enhance the skills staff already have.	Remote learning offer is varied; a combination of tasks, synchronous and asynchronous learning	EEF says 'to support learning, how technology is used matters most ensuring the elements of effective teaching are present – for example, clear explanations, scaffolding, practice and feedback is more important than which form of technology is used.	Staff have had training on eSchools and future training is to be given on further use of Teams.	KH and MT	
				Total budgeted cost:	£800 (eSchools)

ADDITIONAL INFORMATION

Due to the January 2021 Lockdown we missed 8 weeks of Catch Up sessions.
School applied for an Academic Mentor and had a person identified to support in school but this fell through, by which time it was too late to appoint anyone else.