

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	184 (+20 nursery)
Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£15,280

STRATEGY STATEMENT

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

- Our catch-up priorities are:
 - To improve the attainment in KS1 phonics
 - To improve early reading within EYFS including phase 1 listening skills and phoneme recognition
 - To improve recall of mathematical facts including number bonds and times tables
 - To further enhance children's spelling strategies
 - To fill gaps in mathematical knowledge missed through the partial closure of academies from March 2020
 - To increase the reading attainment of target groups of children within KS1 and KS2
 - To further develop provision for blended learning so that high quality lessons can be accessed at home and learning can continue
 - To continue to develop children's resilience and stamina for learning
 - To support children's mental health and well-being
- The core approaches we are implementing and how these will contribute to helping pupils catch up on missed learning
Our main approaches are:
 - To access FFT Lightening Squad tutor programme to employ a teacher to provide targeted reading intervention for identified pupils. This programme will target 40 children over a 6 week period with a focus upon all areas of reading. Children make on average 3 months worth of progress within the 6 weeks, helping to close gaps in learning
 - Subscriptions will be purchased for Doodle Maths, Doodle English and Nessy. Dedicated time will be allocated within the academy timetable for these programmes to be used by targeted pupils. Baseline assessments are accessed at the start of the programmes, allowing targeted support for pupil's individual areas of focus. The programme then maps a teaching package for each pupil in line with their responses. This will also form part of our blended learning strategy for pupils to access at home or in the case pupils need to isolate at home
 - Additional ICT hardware will be purchased to ensure targeted pupils can access the programmes purchased within the academy
 - We are working closely with Staffordshire Local Authority and their Winter Wellness Project. This supports mental health and well-being of children within our academy
- The overall aims of our catch-up premium strategy are:
 - 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

You could use the following data sources to help identify barriers to attainment:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Misconceptions linked to pronunciation of phonics sounds
B	Low levels of phonic knowledge within EYFS and KS1 as a result of missed learning
C	Poor recall and retention of number facts including number bonds and times tables
D	Reading speed and fluency are not in line with children's recall and comprehension skills
E	Gaps in mathematical concepts need underpinning before moving onto the current year group content
ADDITIONAL BARRIERS	
External barriers:	

F	Sustained support from adults when accessing blended learning due to work commitments
G	Poor IT access for low income families not in receipt of FSM
H	Sharing of IT equipment within families where all children are required to access blended learning and parents may be working from home

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?

Enhance quality first teaching to include aspects of blended learning so that pupils are familiar with platforms, programmes and teaching structures	<p>Children continue to make at least expected progress throughout the year whether learning from home or school</p> <p>Gaps in learning from the previous partial closure are closed</p> <p>Children have a secure understanding of the concepts taught within their year group</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Monitor quality first teaching including blended learning lessons as part of academy timetable and when learning at home</p> <p>Continue to improve quality first teaching by focusing upon subject pedagogy through staff professional development</p>	LN	<p>Progress of each class, each half term will be tracked</p> <p>Individual pupils progress will be tracked along with attendance</p>
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<p>Use of summative assessment analysis tool- Rising Stars Mark and Shine intervention package to identify gaps in learning and support the development of an intervention programme for individuals, groups and whole class</p>	<p>Gaps in learning are identified for pupils</p> <p>An intervention programme is provided to close the gaps in learning</p> <p>Children catchup with their peers and make at least expected progress</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Staff to input the test scores to generate analysis and intervention programmes</p> <p>Dedicated time as a team to review assessment data and establish next steps which will inform pupil progress meetings</p> <p>Monitoring of interventions through half termly progress discussions</p>	LN	Half termly
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To further enhance the access to blended learning teaching materials through the development of the academy website.	<p>All members of the academy community will be able to access resources for blended learning</p> <p>Engagement of pupils accessing blended learning improves</p> <p>Progress of pupils continues if blended learning is required</p>	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	<p>Review engagement levels and platforms used following bubble closures</p> <p>Re-survey pupils and parents relating to the access of blended learning materials</p>	All staff	After bubble closures
Total budgeted cost:					£3308
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?

Targeted reading intervention using FFT Lightning Squad Tutor Programme.	<p>40 children within the academy make 3 months progress within 6 weeks from their starting points</p> <p>Gaps in learning relating to reading will be narrowed</p>	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf https://fft.org.uk/fft-tutoring-with-lightning-squad/	<p>Measure progress of targeted pupils using start and end data</p> <p>Review intervention with FFT tutor</p>	LN	At end of 6 week support block
Targeted programmes will be allocated to specific pupils to support gaps in learning	<p>Interventions will be consistent with limited impact in the event of an adult/child needing to isolate</p> <p>Gaps in learning will be targeted</p> <p>Progress made by pupils from start and end point</p>	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf	<p>Targeting of chosen programme to meet needs of pupil</p> <p>Dedicated time allocated within academy and blended learning timetable</p> <p>Children are able to access programmes independently</p>	LN	February 2021

Total budgeted cost:					£2,349
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?
To enhance access to online programmes used within the academy by purchasing additional IT hardware	<p>Targeted children will be able to access programmes to support gaps in their learning</p> <p>Progress will be seen from programme start and end points</p> <p>Children will continue to make at least expected progress</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>All children will have access to online learning programmes and will be to use them independently</p> <p>Online programmes show high levels of engagement</p> <p>Programmes show children's success and next steps in learning to support planning</p>	RA	February 2021

To further develop support for pupils linked to mental health and well-being	Engagement with Staffordshire Winter Wellness scheme to support individuals, classes and to enhance staff CPD	https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ https://www.speakupspace.org.uk/wp-content/uploads/2020/11/Final-Winter-Wellness-Project-2020-Offer-PDF.pdf	Review of mental health and well-being interventions Progress and application of strategies for individuals and class from start and end points including impact on academic performance	IM	February 2021						
Regular and thorough cleaning of the academy to ensure that all touch points, classrooms and toilets are continually cleaned throughout the day	Less sickness and illness within the academy Periods of absence are reduced Pupils have high levels of attendance and access face to face quality teaching	Since the academy reopened fully in September, we have had two onsite cleaners throughout the day in addition to the usual clean at the end of the day. We have increased hand-washing, sanitization stations and contact between groups of children. As a result, the attendance within the academy is the highest for the past 3 years. <table border="1"><tr><td>18-19 Term 1</td><td>19-20 Term 1</td><td>20-21 Term 1</td></tr><tr><td>93%</td><td>95%</td><td>98%</td></tr></table>	18-19 Term 1	19-20 Term 1	20-21 Term 1	93%	95%	98%	Continued attendance analysis Continue to maintain routines set for hand-washing and sanitising Review cleaning timetable in line with any spikes in illness/COVID	LN	Attendance- each half term Cleaning- fortnightly
18-19 Term 1	19-20 Term 1	20-21 Term 1									
93%	95%	98%									
Total budgeted cost:					£9540						

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above.

- We use FFT (Fischer Family Trust) as our internal recording and reporting software. As a provider of educational expertise in data and interventions, we are also accessing the FFT tutor programme as our national tutor programme.
- We have sourced much of our research from the (EEF Education Endowment Foundation). This is a highly recognised, unbiased provider of research-based solutions and recommendations. Our strategy has been formulated using their recommended tiered approach. We have reflected on the research and reviewed the provision and need within the academy.
- Surveys were held with parents and views of staff and pupils gathered to support our strategy. We will continue to seek views as our catch-up curriculum is implemented, especially around blended learning and whether our actions have raised engagement.
- Please see a link to our recent Ofsted report: <https://files.ofsted.gov.uk/v1/file/50021627>
- Attendance data is monitored carefully for persistent absenteeism. There can be several reasons for this, but they include poor mental health. Our strategy intends to support mental health of families and in particular the children. We also work closely with the parents through our Home School Link Worker to support them getting their child to the academy.