

COVID catch-up premium report Dane Royd

COVID catch-up premium spending: summary

Dane Royd has been allocated £25,280 (to be confirmed) as a one off catch-up premium for the 2020-2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. This funding is based on £80 per pupil based on the October 2020 census. Assessments in September 2020 will inform which children require targeted provision to help them 'catch up'.

Payments: This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. The government will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, the government 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.

SUMMARY INFORMATION (OCTOBER CENSUS)			
Total number of pupils:	315	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	A total of £25,200 7/12 is £14,700 5/12 is £10,500		

Brief overview of catch-up premium strategy.

Your school's catch-up priorities

- EYFS- Early Phonics
- KS1- Early Phonics and reading, catch up in maths and writing
- LKS2-Y3 catch up in phonics, Y3&4 close gaps in learning missed due to Covid-19
- KS2- Close gaps in learning missed due to Covid-19 closure of school
- Mental well being of all children so they come to school with positive behaviours for learning
- Good attendance of all pupils, provision of learning for those self-isolating
- Supporting families in difficulty and vulnerable children where Covid has further impacted on learning

The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning

- High quality in class teaching
- High quality support from teaching assistants with specialist skills
- Employment of specialist professionals to implement programmes of support for targeted children
- Whole school approach to reading and the teaching of systematic phonics with additional specialist trained staff to support same day interventions
- The purchase of resources in Maths and English to support home learning and daily interventions
- Extra tuition delivered by class teachers to small groups (1:4) before / beyond the school day

The overall aims of our catch-up premium strategy

- To reduce the attainment gap between current attainment and ARE.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To support the vast majority of pupils in Y1/Y2 to be at ARE in reading by the end of the academic year

STRATEGY STATEMENT

- To ensure that children who have suffered harm or been identified as vulnerable during Covid-19 pandemic are supported to thrive

Barriers to learning

In considering the specific barriers to learning at our school in relation to Covid-19 we have used evidence from our baseline assessment data, assessment data and knowledge of pupil progress prior to lockdown, attainment on entry to school as well as dynamic assessments made in regard to the social, emotional and mental health of our children. Staff are applying trauma informed practice when dealing with children who are displaying emotional problems and anxiety as well as for behaviour for learning and experiences of the complexities surrounding family life.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Prior underachievement. Identified as not on track to meet EOY targets at mid-point 2019-20 and/or under attaining at end of last key stage
B	Year groups who are identified as having a high number of pupils vulnerable to social and emotional issues
C	YR,1,2,3 children identified as missing reading lessons at a significant stage of their development

ADDITIONAL BARRIERS

External barriers:

D	Issues with attendance and punctuality
E	Children who have not accessed home learning during the closure of schools March to July 2019 or were not identified as a priority year group by the government to attend from June 2020

F	Children who have been identified as vulnerable during the closure of schools March to July 2019 or have suffered from harm during this time.
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Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Pupils who have prior low attainment or who were not on track to hit targets prior to partial closure demonstrate rapid progress and pupils who have been identified as falling behind ARE due to lockdown and partial opening to make rapid progress	% of Pupils with identified low attainment reduced to match/ exceed national.
B	pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life	% of pupils requiring additional support reduced over the year
C	Y1/Y2 at ARE in reading	ARE matches/ exceeds national
D	All pupils attend in line with all pupils nationally and be punctual for school	Attendance % matches or exceeds national data given Covid parameters Internal records indicate that punctuality is improving
E	All children who may be required to self isolate due to Covid-19 during this academic year access home learning	Children returning to school after self isolation are at same learning point as children in class. Blended learning approach is in place in all classes and used by all children. Survey of parents showed that all parents say children have access to IT equipment at home to download daily teaching materials and to allow connectivity to Teams.
F	Vulnerable children are identified rapidly and supported either through SENCO, Mental Health Lead, DSL and intervention support work	Vulnerable children are attending school or accessing home learning and their needs are met in terms of emotional well being.

Planned expenditure for current academic year

Quality of teaching for all						
Intended outcome and success criteria	Action / Approach	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?	Costings

<p>A: Pupils who have prior low attainment or who were not on track to hit targets prior to partial closure demonstrate rapid progress and pupils who have been identified as falling behind ARE due to lockdown and partial opening to make rapid progress</p>	<p>- Extended school morning for year 5 & 6 and targeted morning work for basic skills of spelling and maths. AND --Implement a 'tried and tested' online tuition in maths for identified pupils in Y5 & Y6</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools COVID-19 SUPPORT GUIDE FOR SCHOOL Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice <i>'There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.'</i> <i>'As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</i> <i>'It does appear that using games for learning has the potential to improve pupil outcomes.'</i></p>	<p>KS2 lead- and KS2 team to monitor effectiveness of timetable change. Maths Leads to monitor impact of online maths tutoring. Access to 15 laptops will be required</p>	<p>JLL JD AB</p>	<p>Half termly Half termly</p>	<p>No cost £1,980 per term x 2 (£3,960) 15 pupils per term for 2 terms</p>
<p>A B C: Gaps in knowledge and skills are accurately identified</p>	<p>Week 4 & 5 baseline assessments and pupil progress held with HT DHT AHT Week 3 SENCO & DHT meet with all class teachers for early identification of need</p>	<p>Staff need accurate information around gaps to inform planning and intervention <i>'Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.'</i></p>	<p>Supervision by DHT assessment and curriculum lead</p>	<p>GK</p>	<p>Half Termly</p>	<p>DHT release time</p>

C: Y1/Y2 are at ARE in reading	Read Write Inc programme	<p><i>Read Write Inc.</i> Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	Phonics lead to complete weekly monitoring.	Lucy Hudson	Weekly & half termly monitoring	Release time for LH. Delegated school budget
C: All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE	<p>-Whole school staff training in phonics – whole class approach with targeted support</p> <p>Read Write Inc programme introduced September 2020 -2 TAs re-deployed to teach phonics during whole class sessions and 1 TA required in UFS to deliver group and same day intervention programme</p>	<p>EEF Improving Literacy in KS1 COVID-19 SUPPORT GUIDE FOR SCHOOL</p> <p>Reading identified as key area of vulnerability due to lockdown and a key school improvement priority, specifically in LKS2. 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.' 'Tuition delivered by qualified teachers is likely to have the highest impact.'</p>	<p>Whole school training via 2 x INSETs and weekly monitoring and continuous training / sharing of good practice.</p> <p>2 x specialist TAs to work in KS1</p> <p>1 x Dedicated RWinc TA to work in UFS</p>	LH	After week 4 – assessment and further screening Mid-year standardised tests and submitted TAs	<p>2 x KS1 Tas funded via pupil premium grant</p> <p>1 x UFS TA- £3500</p>

<p>D: Children who take periods of absence due to self-isolation or local lock down access remote education that it is integrated into school curriculum planning.</p>	<p>-Curriculum Lead provided allocated time to coordinate the school's approach. -Develop hybrid approach that supports maximum access using intelligence gathered during partial closure. - Purchase of White Rose Maths workbooks Purchase of Y6 revision books</p>	<p>EEF Impact of School Closures 2020 EEF Remote Learning: Rapid Evidence Assessment All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. <i>'Coronavirus has had a differentially large economic and health impact on disadvantaged families.'</i></p>	<p>Tracking of home learning through classteacher. Re-engagement conversations when children return to school. Low risk testing to identify new gaps in learning by class teacher.</p>	<p>All class teachers Y6 Staff JD AB Maths leads</p>	<p>DHT and HT to review weekly as required</p>	<p>White Rose Maths workbooks £2500 Y6 revision books £700</p>
<p>D: All pupils attend in line with all pupils nationally and be punctual for school</p>	<p>-Additional attendance officer support</p>	<p>EEF Impact of School Closures 2020 COVID-19 SUPPORT GUIDE FOR SCHOOL Anticipated PA/ lates to increase due to parent/ pupil anxiety <i>'There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils'.</i></p>	<p>Attendance monitoring by AHT Weekly call between EWO & AHT AHT and HT weekly data meeting</p>	<p>James Davison</p>	<p>Weekly attendance monitoring</p>	<p>Release time for JD Delegated school budget</p>

<p>E: All children who are required to self isolate for any length of time can access home learning materials</p>	<p>Link to home learning plan Weekly home learning for all year groups is published on the school website with a daily timetable and all required resources. Tiered plan in place according to partial or full school closures Application for free data sim cards</p>	<p>Approach follows the DFE guidance on home learning offer.</p>	<p>TLRs across all key stages are responsible for sharing of home learning on school website. Class teachers are responsible for feedback and assessment and monitoring engagement. Key Stage leads / SLT will follow up with any disengagement</p>	<p>GK</p>	<p>Half termly and as there are national tier changes or national announcements that impact on schools</p>	<p>TLR Leaders completed weekly upload of home learning on school website</p>
<p>F: Referrals are made to external agencies as appropriate SCD, CFH or families are signposted to support available within Wakefield</p>	<p>DSLs hold supervision meetings DSLs visible at start and end of school day on playground allowing parents to have conversations regarding concerns DSLs access SPOCs for support / advice</p>	<p>During closure of school DSLs identified an increased number of families requiring safeguarding support of support due to pupil vulnerability. Increase in families seeking support from DSLs / SENCO since full opening in September.</p>	<p>3 x senior DSLs ensure they are available for parents on a rotation. Weekly supervision put in place for DSLs using Sings of Safety approach for recording</p>	<p>3 x Senior DSL</p>	<p>Weekly DSL meeting</p>	<p>DSL availability-delegated school budget</p>
<p>Total budgeted cost:</p>						
<p>Targeted support</p>						

Intended outcome and success criteria	Action / Approach	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?	Costings
Vulnerable children are identified rapidly and supported either through SENCO, Mental Health Lead, DSL and intervention support work	Employment of full time TA from January 2020 to support CYP that are vulnerable and require therapeutic support / interventions. Assessment of need to be completed and identify support to enable children to thrive. One year contract.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Targeted pupils identified by DSLs, SENCo, Mental	To be appointed	Monthly by SLT	£11,620 Additional contribution from school budget
KS2 pupils who require catch up in Reading/Writing and Maths are supported to make accelerated progress from September 2020 baseline	Academic Mentors to teach small groups to consolidate learning-	Evidence from the Teaching and Learning Toolkit is consistent and strong, particularly for younger learners who are behind their peers in primary schools	Targeted pupils making sustained progress	CK & GK	Monthly	Awaiting notification of allocation

To raise communication and language in Early Years.	Speech and Language Therapist for Communication and Language. WellCom S&L assessments completed to identify EYFS children who require additional support	EYFS CLL aspect low attainment	Clear and concise sessions led by a qualified S+L therapist. S&L intervention programme material that is prescribed by S&L therapist to be completed with children led by TA.	Class Teacher weekly with S+L Therapist to ensure that progress continues to be made	Half termly by SENCO	SALT intervention paid for via PP funding
Increased Phonics Progression for UFS Years 1 and 2	Daily and ½ term assessments of phonics through everyday teaching.	Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught. Increased levels of Phonics and reading levels.	Monitoring by Read Write Inc lead and focus in developmental day with RWI consultant	Phonics lead	October half term 2020	Covered in class initially. Phonics lead time to analyse results with CT. Delegated budget
Phonics Progression for identified Year 3 children	Daily and ½ term assessments of phonics through intervention Julie Jackson	Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught. Increased levels of Phonics and reading levels.	Monitoring by Read Write Inc lead and focus in developmental day with RWI consultant	Phonics lead	October half term 2020	Covered in class initially. Phonics lead time to analyse results with CT. Delegated budget

<p>Reading and Phonic Teaching for children in KS2</p>	<p>Fresh Start Phonics Programme</p> <p>The programme start with the systematic teaching of phonics, carefully matching the sounds that children have been taught with books that contain only those sounds. The programmes move on to improving reading fluency and comprehension.</p>	<p>Fresh Start has been tested through a previous EEF efficacy trial involving ten secondary schools and 433 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. <i>Read, Write Inc.</i> Phonics uses identical techniques with younger children with the aim of preventing reading difficulties so that later interventions aren't required or so that the number of children who need them is minimised.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/</p>	<p>Monitoring by Read Write Inc lead and focus on Fresh Start in developmental day with RWI consultant</p>	<p>Reading leader</p>	<p>December 2020 March 2021 May 2021 July 2021</p>	<p>Cost of scheme £1000</p>
<p>Pupils identified as requiring additional 1:1 support in reading/ writing or maths receive WAVE 2 or WAVE 3 intervention. Small group 1:3 maximum tuition by qualified teachers</p>	<p>Missed teaching through school closures gaps are closed</p>	<p>Teacher 1:1 support following bespoke programmes COVID-19 SUPPORT GUIDE FOR SCHOOL EEF Remote Learning: Rapid Evidence Assessment</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.' 'A particular focus for interventions is likely to be on literacy and numeracy.' 'Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery'. Tuition is likely to be a particularly effective catchup approach. The EEF estimates that the average impact of one-to one tuition is five additional months' progress (EEF, 2020b). An evaluation of low-cost tutoring delivered by university students showed a positive impact on learning of three additional months' progress (Torgerson, 2018).</p>	<p>Increased application of understanding in maths, reading and writing</p>	<p>KS2 Leader</p>	<p>Half termly</p>	<p>£31.25 per hour. 10 sessions- £312.50 Total £1920</p>

Total budgeted cost:		£25 200
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ADDITIONAL INFORMATION

Documentation used support the sections above.

- Internal assessment and analysis by DHT
- Evidence from the EEF
- Staff consultation
- Analysis of attendance records
- KIT meeting with SIA
- Guidance from experts in the Local Authority and nationally