

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION				
Total number of pupils:		193	Amount of catch-up premium received per pupil:	£80
Academic Year	2020-21	Total catch-up premium budget:	£15,440	

GUIDANCE

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.

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Springfield will be in receipt of £15,440 (193 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.

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.

STRATEGY STATEMENT

To ensure that children at Springfield continue to our children learn, grow and thrive we have revisited and tweaked our responsive teaching approaches. Responsive teaching describes the process of teaching, learning and assessment and is at the heart of excellent practice. In responsive teaching, teachers use robust curriculum planning as a basis for setting clear goals and planning sequences of learning carefully. In the current context, curriculum planning has been revisited to identify units of learning that were missed, or not taught in the classroom, during the national lockdown. The learning sequence that has been mapped for each subject, in every year group, prioritises key elements of missed learning before progressing to current year group expectations. Using a responsive approach, this learning is taught and teachers then identify what students have understood and where there are gaps or struggles. This kind of assessment for learning is formative and is applied alongside a carefully planned approach to using summative assessments to enable teachers to gather additional data on what learning has 'stuck' and where gaps still exist. This information is then used to respond to students' needs and teaching is adapted to support students to close gaps, understand better and to keep the learning on track.

Catch up at Springfield for **all** children is:

Working through well sequenced, purposeful learning schemes. For example, our school-created reading scheme has been adapted to ensure that key texts are read and there is a focus on the basics: fluency and comprehension. In maths, we will utilise the White Rose scheme to enhance our mastery approach. We have been able to use catch up premium to purchase adapted resources that have been purpose written for catch up.

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

Time for mental health, wellbeing and social skills development. This is at the heart of our strategy, supported by our WAHMs practitioner, all staff will work to support the good mental health of all our children and to explicitly teach wellbeing skills through our PSHE curriculum.

IDENTIFIED IMPACT OF LOCKDOWN

Year Group	What we notice
EYFS	Spoken language, vocabulary development and independence in self-selection have all been impacted by the national lockdown.
Year 1 & 2	Gaps exist in content that has not been taught in school in phonics and maths (e.g. number concept and recognition, place value understanding of 2-digit numbers, poor retention of more complex sounds in phonics and sight reading of non-decodable words).
Year 4 & 5	Children's rapid recall of number facts and efficiency in calculation strategies had decreased. Running reading records showed reduced fluency. Reading stamina was also reduced.
Year 6	Vulnerable children targeted to return in June and this has had a positive impact on their access to the Year 6 pitch. Children who remained at home worked hard, on the whole, and have also made a strong start. Reading remains a priority as it is the area we always have to work hardest to get children to age expectations.

Teaching and whole-school strategies

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Chosen approach and anticipated cost	Staff lead	When will you review this?
<p>Supporting quality first teaching</p> <p>A clearly defined 'responsive teaching' approach will set out how pre-requisite 'missed' knowledge can be taught alongside new learning so that gaps in knowledge are reduced.</p> <p>Evidence informed CPD for teachers and support staff. <i>Teach Like a Champion</i> and <i>Generative Learning</i> books purchased and used for CPD sessions and follow-up.</p> <p>A Paired Professional Development (coaching) model helps embed and sustain research-based teaching strategies and respond to the needs of the class.</p> <p>Whole-class reading approach underpinned by clearly defined formative assessment practices.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning or focused training on effective teaching using technology—is likely to be valuable. This may need to be coordinated to match new priorities, such as developing approaches to remote learning, alongside existing habits and practices, including maintaining and sustaining behavioural routines.</p> <p><i>The EEF guide to supporting school planning – A tiered approach to 2021.</i></p>	<p>Additional CPD for teachers to research and plan. Reduced meeting time in Autumn term and additional cover to facilitate the additional time needed.</p> <p>Cover costs for coaching/mentoring</p> <p>Purchase additional reading materials to support knowledge acquisition in history and geography. Purchase additional EYFS reading phonics books as more pupils are at the early stages (£1000)</p>	<p>AC & MW</p> <p>AC & MW</p> <p>AC, MW, CP & HP</p> <p>AC & MW</p>	<p>Mar 21</p> <p>Dec 20</p> <p>Dec 20</p> <p>Mar 21</p>

<p>Diagnostic Assessment</p> <p>Teachers have a very clear understanding of current attainment.</p> <p>Teachers and leaders understand what is the most important learning for each year group which will give the children the best chance to successfully continue their educational journey in 2020-21</p>	<p>Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils.</p> <p><i>The EEF guide to supporting school planning – A tiered approach to 2021.</i></p>	<p>Purchase and implement the NTS Assessments. Use gap analysis tool and robust Pupil Progress Meeting to identify issues and adapt medium term planning.</p> <p>Release time for all class teachers to attend Fundamentals Check meetings in early November to analyse assessments, plan provision and discuss each child with SLT.</p>	<p>AC, MW & ML</p>	<p>Nov 20 & Feb 20</p>
<p>Remote Learning</p> <p>Children who need to access remote learning are able to use school devices (iPads and laptops).</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Ensuring access to technology is key, particularly for disadvantaged pupils. In addition to providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented</p> <p><i>The EEF guide to supporting school planning – A tiered approach to 2021.</i></p>	<p>IT Technician to update software and convert Microsoft machines to Chromebooks to enhance working speed of laptops.</p> <p>Training on remote learning – and purchase CPD books <i>Teaching in the Online Classroom</i> for all teachers.</p>	<p>JN</p>	<p>Jan 20</p>
<p>Total budgeted cost:</p>				<p>£9440</p>

Targeted academic support

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Chosen approach and anticipated cost	Staff lead	When will you review this?
<p>1:1 and small group tuition</p> <p>Identified children will have significantly increased rates of reading fluency and will be able to answer a range of comprehension questions relating to what they have read. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. Identified children will have</p> <p>Extended school time</p> <p>Identified children are able to access a weekly "homework" club (1 hr per night). The attainment of those identified children improves.</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches.</p> <p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. However, to be successful, any increases in school time should be supported by both parents and staff.</p> <p><i>The EEF guide to supporting school planning – A tiered approach to 2021.</i></p>	<p>Additional time for experienced intervention staff (TAs) and SLT to support the delivery of the reading, maths and writing interventions.</p> <p>Additional PPE (screens) purchased to enable intervention across phases</p> <p>Senior leaders, SENCo and experienced teacher run after school homework clubs.</p>	<p>ML</p>	<p>Mar 21</p>
Total budgeted cost:			£5000	

Other approaches				
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>Drawing on expertise from SENCo, Pastoral and Wellbeing Lead and WAHMs clinician, all staff are trained in how to promote good mental health, how to identify and support children's mental health and to teach explicit strategies to promote wellbeing.</p> <p>Regular communication with parents of key children to ensure a joined-up approach to supporting a child's wellbeing. Engaging with parents to celebrate successes.</p> <p>Children with social, emotional and behavioural needs supported by Pastoral and Wellbeing Lead and SENCo as well as classroom routines and support mechanisms so settle back into the routine of school. Social stories and other support mechanisms deployed on a personalised basis.</p>	<p>A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p><i>EEF - Healthy Minds: Health Outcomes: March 2019</i></p> <p>A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning.</p> <p><i>The EEF guide to supporting school planning – A tiered approach to 2021.</i></p>	<p>SENCo and Pastoral and Wellbeing Lead will lead CPD, referral process and liaison with WAHMs practitioner.</p> <p>Release time for SENCo and Pastoral and Wellbeing Lead to attend and lead training.</p> <p>Monitoring of use of strategies such as Zones of Regulation.</p> <p>Regular check-ins with staff regarding children's wellbeing.</p> <p>Regular feedback on children's wellbeing and mental health in SLT meetings to explore ways to further support children identified as requiring additional help.</p>	ML & CP	Mar 21
			Total budgeted cost:	£1000
			Overall budgeted costs:	£15,440

