

COVID catch-up premium report - Coombe Bissett Primary

2020-21

Updated for 2021-22 with additional National Tutoring Grant

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

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.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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 and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools 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: | 103 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | | | £8,240 |

BARRIERS TO ATTAINMENT

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| Maths | <p>Specific content has been missed, leading to gaps in the children's learning journey. Recall of basic skills has suffered – children are not able to recall basic facts such as times tables, number bonds etc. and have forgotten once taught calculation strategies. This is reflected in all arithmetic assessments carried out. Children also lack confidence in reasoning and appear to take longer to respond to maths problems and recall strategies that once the children could do quickly. There is also some evidence that children are confused where they have been taught a different method at home</p> |
| Literacy | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Children who have maintained writing throughout lockdown are less affected, although all of the children's writing stamina has been affected even those children who did write regularly during lockdown. Most children have regressed in terms of the technical components of writing and many children are finding it harder to be creative in their writing. This is generally because of reduced focus and a decreased ability to concentrate for extended periods of time.</p> <p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. In addition many children have lost interest in reading. Many children have retained their phonetical knowledge but using this knowledge in their writing has decreased. Also the pronunciation of sounds has been affected.</p> |
| Non-core subjects | <p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. The children's cultural capital has been impacted upon because as well as missing out on curriculum experiences e.g. trips, visitors and school events such as writing day, they have also missed developing their knowledge during lessons. Children have also missed out on singing, instrument tuition and regular timetabled physical education as well as the Daily Mile and break/lunchtime physical activities. Children appear to have regressed slightly with their fine motor skills e.g. cutting.</p> |
| Other | <p>Professional discussions with staff have found that there are many other implications from the children not attending school. These include:</p> <ul style="list-style-type: none"> • A lack of resilience (physically, emotionally and academically), • A lack of stamina for learning (particularly writing) and growth mindset. • Children's focus and attention was significantly lower at the start of the autumn term. • The children were hungry and thirsty as their home routines allowed them to eat and drink when they wanted to. • Children have lost some of the skills in collaborative work. • Children's social skills lacked some of the age appropriate development. |
| External | <ul style="list-style-type: none"> • Some children continued to lack access to online resources due to technical equipment • Some children have continued poor attendance due to parental concerns over covid-19 and reduced immunity within the family setting |

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| Teaching | <p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. <p><u>Wider strategies</u></p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support (Secondary) |
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Planned expenditure for 2020-21

| Quality of teaching for all | | | | | |
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| Intent Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | Implementation How will you make sure it's implemented well? | Staff lead | Impact |
| <p>Google Classroom set-up by IT services.</p> <p>Training session for teaching staff on the use of Google Classroom in the event of a bubble closing or full lockdown. Creation of bespoke training manual which meets the needs of our school.</p> <p>£500</p> | <p>Google Classroom used effectively to support any remote learning</p> | <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools | <p>Weekly monitoring</p> <p>Feedback from staff / pupils and parents</p> | <p>BBA</p> <p>All teachers</p> | <p>Google Classroom was effective</p> <p>Parent survey 95% agreed it was good provision.</p> |
| <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning and make adaptations to curriculum – additional staff CPD sessions.</p> <p>LA Prioritised Curriculum</p> <p>Supply cover = £800</p> | <p>Staff confident in addressing gaps due to Covid</p> | | <p>Termly monitoring of assessment</p> | <p>All teachers</p> | <p>Teacher assessment effective, curriculum effectively adapted to target gaps.</p> <p>Majority of pupil Gaps filled – but second lockdown did result in some gaps remaining.</p> |
| <p>Teachers CPD on Recovery Curriculum</p> <p>£300</p> | <p>Staff confident in adapting the curriculum to provide increased mental health support to children – The Recovery Curriculum</p> | | <p>Autumn monitoring of pupil wellbeing</p> <p>Parent feedback on pupil wellbeing</p> | <p>All Teachers</p> | <p>Recovery Curriculum in Autumn – pupils mental health was good, pupil attendance was excellent.</p> |

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| Purchase and installation of webcams, pedestals, tripods, etc to enable Teachers to deliver homelearning £500 | Easy daily operation of blended learning | | Staff feedback | All teachers | End of year – blended learning a success (Parental feedback of 95%) |
| Additional purchase of CGP booklets and exercise books for remote learning £800 | Pupils have resources at home to support learning | We know if children have high quality resources at home then they will be more motivated | On Return these to be reviewed to enable teachers to assess next steps | Teachers | End of year – blended learning a success (Parental feedback of 95%) |
| Additional purchase for CGP booklets for morning task time / additional arithmetic fluency time £500 | Pupils have high quality resources to use in additional sessions to support them to make accelerated progress and close the gap | We know that high quality resources in school will increase motivation and reduce staff workload Reducing Staff Workload review | Termly assessment | Teachers | End of year Majority of pupils made accelerated progress However, significant number of children are still 1 term behind ARE due to impact of Covid - This matches National Figures produced in Autumn 2021 |

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| <p>Quality First Teaching CPD</p> <ul style="list-style-type: none"> • Rosenshine • Concrete, Pictorial, Abstract CPD in Maths • Walk Thrus • Various Pedagogical resources • Increased engagement with CPD from Local Authority and other areas such as National College • Release time to engage in increased CPD • Purchase of more concrete maths equipment <p>£2,500</p> | <p>High Quality First Teaching to all pupils will result in good learning outcomes</p> | <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>EEF reviews on QFT, Teacher toolkits, Pupil Premium</p> | <p>Termly reviews LA review</p> | <p>BBA Governors</p> | <p>End of the year – improved quality first teaching, well adapted to blended learning, improved pedagogical knowledge and practical methodology</p> <p>Resulted in good teaching across the school (excellent in some areas) and accelerated progress for the majority of pupils targeted (covid delay accepted)</p> |
| <p>Purchase of additional Whole Class Reading Spine Texts so those homelearning could still engage</p> <p>£1000</p> | <p>Pupils homelearning could still engage with the reading text</p> | <p>Our school ethos – all engaged, equality of access</p> | <p>Review at end of lockdown</p> | <p>BBA</p> | <p>Reading outcomes good in majority of school, excellent in some areas</p> |
| <p>Total budgeted cost:</p> | | | | | <p>£6,900</p> |
| <p>Targeted support</p> | | | | | |
| <p>Intent Action</p> | <p>Intended outcome and success criteria</p> | <p>What's the evidence and rationale for this choice?</p> | <p>Implementation How will you make sure it's implemented well?</p> | <p>Staff lead</p> | <p>Impact</p> |

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| <p>Re-setting of school laptops by IT Services to enable homelearners to access curriculum and teaching provision £400</p> | <p>All pupils can access homelearning</p> | <p>DfE guidance</p> | <p>Parent feedback Pupil attendance</p> | <p>BBA</p> | <p>Parents 95% positive feedback post 2nd lockdown</p> |
| <p>Purchase of additional online subscriptions and specific software to enable groups of pupils to make accelerated progress</p> <p>Letterjoin = £300 First News = £500 Times Tables Rockstars = £300 English and Maths programmes identified by SENCO = £1000</p> | <p>Pupils have greater independence in support groups – reduces staffing level needs so more pupils can be targeted.</p> <p>Accelerated progress in reading / spelling / maths arithmetic fluency / handwriting fluency</p> | <p>We know that such resources when well managed and timetabled have a positive impact on learning.</p> <p>Our School ethos and vision to enable more independent learners (especially post lockdown from previous summer)</p> | <p>Termly assessments</p> | <p>BBA / SENCO Class teachers</p> | <p>Improved outcomes from previous year</p> <p>However, significant number of children are still 1 term behind ARE due to impact of Covid</p> <p>This matches National Figures produced in Autumn 2021</p> |
| <p>Purchase of specific Intervention Programmes Catch-Up Programme for English and Maths £1000</p> | <p>Pupils make accelerated progress in reading and maths fluency And in writing in UKS2</p> | <p>Review of our resources identified intervention programmes needed updating</p> | <p>Termly Assessments</p> | <p>BBA Governors</p> | <p>60% Pupil Premium made accelerate progress – the remainder were children who did not attend in Autumn and Summer as consistently as they could due to parental concerns over covid (reduced immunity amongst family)</p> |

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| <p>Additional LSA time to enable:</p> <ul style="list-style-type: none"> • 1:1 reading support • Small group intervention • Release of teachers to deliver small group intervention <p>£3000</p> | <p>Pupils make accelerated progress in reading and maths fluency</p> | <p>EEF – teacher toolkit</p> | <p>Termly Assessments</p> | <p>BBA Governors</p> | <p>Improved outcomes from previous year</p> <p>However, significant number of children are still 1 term behind ARE due to impact of Covid</p> <p>This matches National Figures produced in Autumn 2021</p> |
| <p>Additional LSA during lockdown to provide:</p> <ul style="list-style-type: none"> • 1:1 reading support • Small group intervention • Release of teachers to deliver small group intervention • Additonal planning time for teachers to enable high quality blended learning <p>£3000</p> | <p>Pupils make accelerated progress in reading and maths fluency</p> | <p>EEF teacher toolkit, pupil premium review</p> | <p>Termly Assessments</p> | | <p>Pupils engaged in learning. Parent feedback 95% positive. Staff not burnt-out – very few staff absences.</p> |
| Total budgeted cost: | | | | | £9,500 |
| Other approaches | | | | | |
| Intent Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | Implementation How will you make sure it's implemented well? | Staff lead | Impact |

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| Purchase of online subscriptions whole school worship can continue even with blended learning, even with bubbles Fischy Music = £300 Picture news = £200 | Pupils still have high quality worship and still feel connected | Church Ethos | Weekly feedback from pupils | BBA | Connection amongst pupils still high – positive pupil feedback. However, we feel the wonderful worships achieved previously was not maintained purely because of not having whole school togetherness in the same way as we would normally have., |
| Total budgeted cost: | | | | | £500 |

RAG – RATING colours above identified the impact

Learning =

1. **Explore funding opportunities to increase LSA support time so that we can have a dedicated LSA for SEN. This would release more general support time for LSAs to offer even better targeted support for groups of children on the cusp of ARE.**
2. **The prioritized curriculum took a lot of time in adapting assessments – this caused staff and leadership exhaustion at times. Find ways to return to an online digital assessment system in 2021-22**
3. **Utilize leadership time more effectively – away from covid adaptations, cover of staff, and production of ‘connectedness’ activities / resources and more focused on being an additional resource for targeted pupil support**
4. **Recognise the significant impact Covid has had on staff mental health and wellbeing – introduce a Wellbeing Action Plan, make further adaptations to cover to staff and reduce workload**

CATCH-UP PREMIUM FUND 2021-22 – NATIONAL TUTORING PROGRAMME

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| Total number of pupils: | 5 | Amount of catch-up premium received per pupil: | 15hours per child at £18 per hour but only 60% funded (based on Route 3 – see below) |
| Total catch-up premium budget: | | | £1,200 School will top-up the 40% from Pupil Premium and School Budget |

National Tutoring Programme Guidance November 2021

Route 1: Tuition Partners (70% costs subsidized) – the school engaged in discussion with Tuition Partners in June/July 2021. No response was received despite lots of leadership time spent chasing up in September and October. It has been decided this route will not be chosen.

Route 2: Academic Mentors (50% costs subsidized) – it was decided this was not the best approach for Coombe Bissett School based on the low numbers of pupils and previous experience of this approach in 2018-19.

Route 3: School Led Tutoring (60% costs subsidized – It has been decided that this will be the route used by Coombe Bissett Primary. It has been decided that the Headteacher will deliver this in after school sessions beginning from January because:

- We wanted these sessions to be after school so that these identified children can still benefit from in school interventions we have been running and so that they would not be removed from further subjects (impacting negatively on their wellbeing and personal development)
- With the training implications of using Learning Support Assistants (and the cost of this in relation to the fund that would then be used per pupil),
- The negative impact on Teacher wellbeing by using Teachers – we have signed up to the Teacher Workload Reduction guidance and are committed to protecting staff wellbeing
- The lack of non-school Teachers available in the area given the very limited funding for after school sessions