COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	231	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,480		

STRATEGY STATEMENT
The disruption caused by school closures has had a negative impact on learning and wellbeing. At Pilgrims' Way Primary School, we serve and area of high deprivation with 55% of our cohort eligible for Pupil Premium funding. Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.

On returning to school our initial priority was to ensure pupils re-established secure attachments. All staff undertook SWAN (Safety, Welcoming, All together, Nurture – Dr Pooky Knightsmith) training to provide consistency to ensuring the whole school community were supported in the transition back to school.

Our core approaches to supporting children (supported by EEF research evidence) will focus on teaching and whole school strategies through:

1. Supporting great teaching
2. Pupil assessment and feedback
3. Transition support - through blended learning and parental engagement
4. Interventions for targeted support

We believe it is beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities therefore we have placed focus on subject leadership, retrieval, vocabulary, consistency in math approaches and supporting the personal and social wellbeing of the school community in line with our school improvement plan PP Strategy.

Our overall aims for the catch-up premium are supporting the wellbeing of the school community and to raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Math's: Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for math's and lockdown has not affected their attitudes however they are quite simply, 'behind.' Teachers have observed children struggling with some recall of basic number facts e.g. times tables.
B	English Writing: lost essential practicing of writing skills. GAPs specific knowledge will have suffered increasing the risk to difficulty in fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Reading: On assessing children there is evidence of a lack of progress in reading lockdown one. Without the face-to-face contact of school staff, reading at home has been limited (despite sending books home and directing parents to book sources).
C	Wider curriculum: 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. Children have also missed out on the curriculum experiences e.g. trips, visitors

ADDITIONAL BARRIERS	
External barriers:	
D	Communication and Interaction: Younger pupils have had limited opportunities to develop their language through lockdown. Many pupils who have English as an Additional Language have not spoken English throughout lockdown.
E	Parental engagement: The quality of provision delivered within the home environment was varied. This was due to several reasons, access to IT, priority held for education, confidence in being able to support.
F	Attachment: many pupils have poor attachments which have been exacerbated by a significant time off school and inevitable changes to the 'norm' caused by COVID

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?
School curriculum is revisited by subject leaders to ensure it focusses on children being secure in end of year group expectations in every subject back, focusing on end of Key stage expectations set by the National Curriculum	The foundation subjects will be planned with increasing detail and consideration for how retrieval practices can be implemented alongside new learning so that knowledge gaps can be reduced.

Teachers will be fully focused on end of year expectations in core subjects to ensure children are able to catch up by the end of year. | EEF evidence suggests that *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. Providing opportunities for professional development—for example, to support curriculum planning* | Subject leaders to review their curriculum subject and identify gaps in subject knowledge caused by lockdown.

Subject leaders have reviewed their curriculum, in light of the Covid-19 Lockdown, to ensure the sequencing of learning helps pupils to catch up with the schooling they have missed.

Using Quality First Teaching principles and effective Assessment of Learning, teachers will identify pupils who have fallen behind and the skills needed to be taught to enable them to catch up.

CPD on retrieval practices carried out by CEO for all teaching staff. | Subject leaders EC/AMM | Termly reviews carried out by subject hubs.

Subject leader monitoring system in place.

Termly |

Purchase the latest Rising Stars PUMA/PIRA Standardised Assessments. Complete termly tests and record assessments on MARK to identify gaps an on to track performance.	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	EEF evidence suggests, *subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.*	Pupil progress meeting used effectively to ensure all children are making rapid and expected progress All pupils to have achieved the standards expected of them in all subjects given their prior starting points.	EC	Through PPM's (3 times a year)
Purchase of White Rose Premium subscription	Teachers are using consistent representations across the school supporting a mastery curriculum. Blended learning is consistent due to the videos/worksheets shared via the website.	We know that some of our parents would struggle to support their children at home – particularly in math's – the White Rose Materials enable children to work independently.	Monitoring of Math's, lessons/books/home learning, by the subject lead will ensure a coherent "blended" learning system is in place across the school.	SH	Math's team will routinely monitor lessons/books to ensure consistency and high expectations. Pupil/parent voice to be gained
Purchase of subscription to MyOn	Children are able to access high quality reading resources whilst at home which link to our whole school Accelerated Reader system.	MyOn supports Accelerated Reader which, as a school, we have found to support pupil's engagement and enjoyment of reading. MyOn allows children to access high quality books whilst at home.	Monitoring of reading lessons/books/home learning to ensure high expectations for all. Monitoring of AR for children self-isolating.	RW/AMM	Pupil/parent voice to be gained English team will monitor interaction in AR by those children not in school.
				Total budgeted cost:	£4000

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?
Additional SAL support through the SALT pot	SALT Pot has capacity to support the development of staff to ensure all areas of communication, extending to pragmatic skills and using meta-cogitative approaches, is supported in class in order to close the gaps for pupils	EEF evidence suggests programs are likely to have the greatest impact where they meet a specific need, such as oral language skills which include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery Our universal screening tool has highlighted 20% of the school cohort have severe receptive language needs.	Children's SMART targets to be tracked and reviewed.	ZS/OW	Termly
NELI intervention	Targeting vocabulary, narrative skills, active listening, and phonological awareness.	Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.	Training being accessed through tutoring program. TAs to be supported by SENCO	ZS	Termly

Employment of an EAL strategic leader	Children and families with EAL are supported during their transition into our school. Accurate assessment of their need is undertaken. Teachers can support EAL children make accelerated progress.	EEF highlights that there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. 33% of our cohort is recorded as having EAL with over 25 languages spoken in the school. With such a significant number of EAL pupils we need plan strategically on the best way to support the children, their families and our staff.	Carry out induction meetings with new to school EAL families. Complete assessment of proficiency in English with new EAL arrivals and track this. Complete pupil voice of children with EAL to gain their insight into starting school and what support they needed/found helpful. EAL team created to support children directly and provide resources to build children's independence.	OW	Termly
				Total budgeted cost:	£14,000

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?
Implement Class Dojo throughout the school. Purchase of a tablet for each class to enable this.	Parents are aware of their children's successes. Increased communication between staff and parent. Parent/carer's supported to engaged in discussion with children focused on their learning.	EEF suggests that *additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.* We recognise that parents are now not able to come into school as before and we want to maintain and increase communications between school and home.	EC to oversee teacher/parent interactions. Pupil/parent voice will be gained. Reduction in low level behaviour incidents.	EC	Ongoing review whilst embedding
Forest school sessions used to support curriculum and SEMH.	Class teacher and forest school lead work together to build a program of learning to support the curriculum and SEMH needs	Forest school provides our pupils with collaborative learning experiences with a level of physical and emotional challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion is also involved. This supports our pupils to learn an environment that may not have experienced before.	Monitoring of forest school sessions. Tracking of whole school / child specific Boxall profiling	AMM OW	termly
				Total budgeted cost:	£1000