

Barham Primary School COVID-19 Catch-Up Premium Report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	840	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£67,200		

STRATEGY STATEMENT

Through our evaluation we have identified the following catch-up priorities:

- The acquisition of phonics and fluency with reading
- The knowledge and emotional resilience to tackle challenges in reading
- Language comprehension and vocabulary development
- Gaps in knowledge in mathematics – number and calculations
- Pupils developing their own personal progress
- Letter formation, continuous cursive handwriting and stamina for writing
- Increase engagement of vulnerable families: disadvantage, SEND

The core approaches that we intend to implement are:

- Investing in teacher training for NQTs on effective classroom pedagogy
- Refreshing teaching training on phonics
- Investing in diagnostic assessment tools to support the accuracy of teacher assessment and precision of intervention
- Additional pastoral support for vulnerable/disadvantage pupils and families
- Two hours weekly additional time for attendance monitoring and follow up
- Emotional Literacy Support for the well-being of pupils
- Targeted Intervention groups across the school in Reading, Writing and Maths
- Tuition through year group targeted tutoring provided by teachers and learning assistants within the school

The overall aims of your catch-up premium strategy, for example:

- 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

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low attainment in reading due to low levels of language comprehension and vocabulary acquisition
B	Level of numeracy and language resulting in a gap in mathematics between disadvantaged groups and others
C	Accuracy and reliability of assessment to ensure precise next steps in teaching and learning

ADDITIONAL BARRIERS

External barriers:

D	Parental engagement with their children's learning and progress including attendance at workshops, support with home learning etc...
E	Attendance and punctuality at school of vulnerable groups
F	Literacy level of some parent groups

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?
<p>Sustained CPD in the teaching of phonics - Training for staff to support them with addressing and closing gaps in pupils phonics knowledge from their time missed in Year 1</p> <p>(£2275)</p>	<p>Pupils meeting the Early Learning Goal in Reading will be in line with the National.</p> <p>Pupils passing the phonics screening check in Year 1 and Year 2 will be in line with the National.</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p>	<p>EYFS/KS1 Phase leaders will coach and mentor teachers to improve their planning and teaching.</p> <p>Half termly phonics assessments to ensure groups are constantly under review.</p> <p>Progress meetings with staff delivering phonics.</p> <p>Parent workshops on reading when it's safe to do say.</p>	<p>English Lead/ Associate Head teachers /phase leaders for Early Years and KS1</p>	<p>Half termly review</p>

Sustained training for all KS2 teaching staff on interpreting and using assessment information (£1,552.32)	Increased accuracy of teacher assessment and precision of intervention. Pupils good progress from their September 2020 baseline.	Assess-Plan-Do-Review approach is key to pupils making good progress. In order for teachers to have high expectation of their pupils, assessment must be free of bias and acted upon.	Assessment Lead to support year group leaders to interpret data from NFER and other diagnostic tests and to plan for next step interventions with key targeted groups. Assessment Lead to report on pupil progress half termly to SLT.	Assessment Lead/ Associate head teachers	Termly review
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Total budgeted cost: £3827.32

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?
Year 3 phonics intervention group for children who did not pass the phonics screen check in KS1 and are struggling readers (£975)	Pupils make good progress from their September 2020 baseline.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	Learning assistants timetabled to deliver interventions 1:1/paired/grouped across the school within their classroom bubbles Pupils to be assessed half termly for progress	Assessment Lead/ Associate head teachers	July 2021
Half termly/ongoing mentoring for disadvantage and SEN pupils in Emotional Literacy across KS1/KS2 (£1533)	Pupils make good progress from their September 2020 baseline (SDQS)	https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19 https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/	Family/Parent Liaison officer, Pupil mentor and SEND Learning Assistant to meet with pupils to discuss emotional well-being, engagement and targets	Family/Parent Liaison officer, Pupil mentor and SEND Learning Assistant	July 2021

Weekly targeted tutoring/interventions (Y3/Y4/Y5/Y6) (£5124)	Pupils show good progress from their September 2020 baseline	https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19 https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/	Learning Assistants to implement working with class teachers to discuss targets and progress each half term	Associate head teachers/class teachers/Learning Assistant	Termly Final review in July 2021
Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps such as Spag.com and Maths.com.	Regular data collection. Gaps identified provide feedback for intervention. Improved progress across all three core subjects, in line with other students with the same starting points nationally.	https://impact.chartered.college/article/low-stakes-testing-technology-learning/	Class Teachers to implement working with Associated Head Teachers to discuss targets and progress each half term	Associate head teachers/class teachers	Daily Weekly Half termly Termly
Provide notebook/laptop/tablet and wireless connection devices for all pupils, particularly, disadvantaged pupils and those identified as vulnerable. 186 pupils identified across all year groups with lack of adequate equipment or connectivity issues	All pupils have the necessary equipment to access remote learning opportunities.	https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice	Focus for the Family School Partnership Award is to provide our most vulnerable pupils with device/connectivity. Vodafone vouchers - 30G data Sims (valid for 90 days)	Associate Head leading and Blended learning Champions/	Half termly Termly
Total budgeted cost:					£7632

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?
Attendance officer to increase monitoring and analysis of punctuality and attendance data (£1387)	The attendance of disadvantaged groups and vulnerable groups is maintained as at least 96%	Good school attendance is key to academic success	Weekly attendance reporting to SLT and pastoral team. Keeping in touch with all families who are unwell or isolating to ensure they are accessing remote education. Escalate where necessary.	Attendance officer	Daily Weekly Half termly Termly

Pastoral support for disadvantaged families and families underachieving pupils (£2093)	Parent attendance at workshops and meetings is increased Pupils complete home learning tasks Parents read the newsletter and school information	Strikingly, at primary level, the impact of parental involvement on pupil achievement is much bigger than the impact schools have GTC, Research for Teachers, Parental involvement 2006	Family/Parent Liaison officer/Pupil mentor/Associate Head Teachers allocated to each phase in the school Fortnightly analysis of home learning data by year leaders and SLT	Head Teacher / Associate Head Teacher	July 2021
Total budgeted cost:					£3480
TOTAL ESTIMATED COST:					£14,939.32

ADDITIONAL INFORMATION

The following is the additional information which you've used to support the sections above:

- Internal assessment and reporting software
- Evidence from the EEF
- Results of staff and pupil consultation
- Analysis of attendance records
- School Ofsted report
- Case studies