

COVID catch-up premium report

Forest View Primary School

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Forest View Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

Schools can spend the funding in the most effective way for their pupils.

Mainstream schools

Will receive a total of £80 per pupil (for reception through to year 11), as follows:

- In 3 installments - in autumn 2020, 'early 2021' and summer 2021
- There will be a total of £46.67 per pupil split across payments 1 and 2
- There will be £33.33 per pupil for payment 3

Per pupil numbers for each installment will be based on the latest available data. For the payment in 'early 2021', the headcount from the October 2020 census will be used as the basis

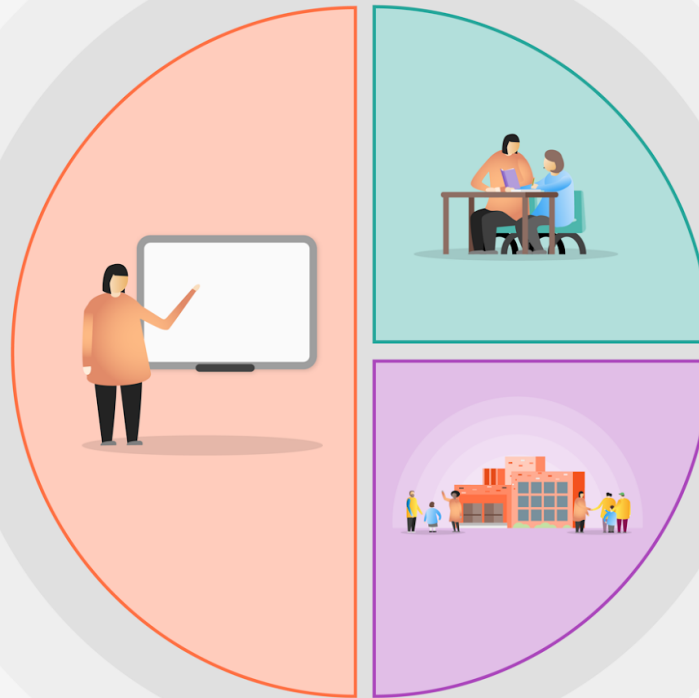
We have used the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21. This will be used in conjunction with our School Improvement Plan for the academic year 2020-21.

This guide aims to support school leaders with their planning for the unpredictable academic year to come. It proposes a tiered model that focuses upon (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies.

Three Tier Approach

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Use of online materials to support learning in key focus areas, TTRS, Reading Plus, Lexia and Accelerated Reading,
- Development of a Maths Mastery approach supported by external Mastery Specialists (Maths Hub).
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (eg. reduced meetings) to aid staff wellbeing and enable high-quality responsive teaching.
- EYFS focus on oracy and early language development



2 Targeted academic support

- Specific intervention programmes led by both Teachers and Teaching Assistants
- Pupil progress meetings and action plans
- Effective deployment of TAs
- Reading interventions

3 Wider strategies

- Daily breakfast in classrooms for all.
- Character Education underpinned by Commando Joe's Primary Programme.
- School staff used to cover classes rather than supply staff.
- Attendance team support
- Mental wellbeing champions in school.
- Lessons on self-regulation and managing anxiety for all children.

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	240	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£19200		

STRATEGY STATEMENT

School priorities

- Improve early language skills
- Develop early reading
- Develop mathematics
- Develop positive mental health and resilience in pupils

The overall aims of our catch-up premium strategy:

- 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
- Support the development of resilience and promote mental wellbeing

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Below national phonics scores at KS1
B	Poor oracy on entry in EYFS
C	Poor attainment in writing across KS1 and KS2 especially at the GD level

ADDITIONAL BARRIERS

External barriers:

D	Poor attendance rates
E	Very low levels of participation in home learning during lockdown
F	Social and emotional issues. A significant number of our families have had and continue to have support from external agencies

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>Additional daily reading sessions (30 mins / day)</p> <ul style="list-style-type: none"> - 1:1 reading - reading interventions - shared texts - RWI additional sessions 	Rapid progress made in reading.	The EEF tool kit identifies 1 to 1 and small group support as an effective strategy over a set time period.	Timetabling. Monitoring. Pupil voice. Planning	Class teachers	Termly assessments
Staff receive quality CPD through the Maths Hub.	Improved teaching and learning for all children. More children achieving higher levels of attainment in maths.	We want to ensure a sustainable, strategic and bespoke CPD programme led by a highly qualified educational consultant, which would ensure pedagogic development is a high priority. The EEF states that ' <i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes</i> ' It names expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work as being effective.	Work with Maths Hub leaders to create an action plan for school progress in Mastery readiness. HT and lead teachers work with Maths Hub advisors at regular intervals throughout the year.	Maths lead teachers HT	End of Summer term 2021
Total budgeted cost:					£2400
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?
<p>Deliver the Nuffield Early Language Intervention. The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.</p>	<p>The NELI programme aims to develop children's vocabulary, listening and narrative skills and in the latter 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills. The most recent trial of the programme carried out by EEF found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.</p>	<p>The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills (EEF).</p>	<p>Timetable intervention. EYFS monitor pupil progress. TA identified to complete training and deliver programme.</p>	<p>EYFS Lead</p>	<p>End of programme</p>
<p>Support early reading through online interventions. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency,</p>	<p>Accelerated progress of disadvantaged and SEN pupils</p>	<p>EEF recommends the use of high quality information about pupils' current capabilities to select the best next steps for teaching. They also recommend the use of high quality, structured interventions to help pupils who are struggling with their literacy</p>	<p>Use the program's tracking system to monitor progress.</p>	<p>English lead</p>	<p>Each half term</p>

vocabulary and comprehension.					
Small group mathematics intervention - Every child counts for all year groups from Y1 - Y6. Training for staff	Accelerated progress of disadvantaged children	The EEF tool kit identifies 1 to 1 and small group support as an effective strategy over a set time period.	TAs timetabled to deliver intervention. Entry and exit assessments	SLT	Each half term
Small group English interventions (RWI, Fresh Start an First Class @ Writing) Training for staff	Accelerated progress of disadvantaged children	The EEF tool kit identifies 1 to 1 and small group support as an effective strategy over a set time period.	TAs timetabled to deliver intervention. Entry and exit assessments. Monitoring	SLT English lead	Each half term
Appoint a HLTA to deliver quality interventions across the school.	Targeted small group interventions delivered - pupils who are identified as having fallen behind during covid	The EEF tool kit identifies 1 to 1 and small group support as an effective strategy over a set time period.	Timetabled intervention program. Appropriate training planned. Pupil progress meetings	SLT	Each half term
				Total budgeted cost:	£15600 Additional costs covered by school fund
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?
To focus upon strategies and support which develop greater resilience and self	To have an overall increase in children's resilience and self confidence by the	We believe that the development of the whole child is vital and this work is especially relevant as a result of Covid.	Monitoring by PSHE Lead and Mental Health lead	PSHE Lead	Termly

confidence in our children.	end of summer term 2021				
Purchase appropriate home learning resources	All pupils have access to home learning resources and are able to continue learning if required to isolate	This is based on the national guidance provided by DfE	Contingency plan in place along with remote learning policy.	HT	As required according to Covid guidance
Total budgeted cost:					£1200