



# COVID-19 Catch-Up Premium Report 2020-21

## Netherbrook Primary School

### COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	<b>412</b>	Amount of catch-up premium received per pupil:	<b>£80.00</b>
Total catch-up premium budget:	<b>£32,960.00</b>		<b>In three installments</b>

#### STRATEGY STATEMENT

The overall aim of this Covid Catch Up Programme is to reduce and eliminate the gap in achievement that has been caused by the Covid-19 lockdown.

Our priorities are:

- Phonics and early reading in EYFS and Lower School
- Reading and Writing in Key Stage 2.
- Pastoral care for pupils and the wider community.

The core approach for implementing this strategy will be to employ additional temporary teachers to conduct 1:1 and small group tuition every day for targeted pupils to ensure they catch up. Additional interventions using existing staff and new resources will also support this objective.

The overall aims of the catch-up premium strategy are:

- 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	<b>EYFS/Lower School</b> - Children in the early years and KS1 have missed a considerable amount of direct teaching of phonics resulting in essential gaps in their phonics knowledge
B	<b>Reading</b> - Children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. Monitoring shows that our lowest 20% of readers have been disproportionately affected.
C	<b>Writing</b> - Monitoring shows that those children who maintained writing throughout lockdown are less affected, whilst those who had limited opportunities or support in this area, have more pronounced gaps in their skills again the lowest 20% of writers are disproportionately affected.
D	<b>Mathematics</b> - Covid 19 has increased the gap in knowledge for almost all pupils in comparison to the previous year. This is most acute in pupils of a lower ability.
E	<b>Wider Curriculum</b> - 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments

### ADDITIONAL BARRIERS

#### External barriers:

F	Pastoral support will be increased to deal with the fact that mental health has declined amongst the pupils and parents as a result of isolation.
G	Pupil attitudes are less focused than previously
H	Covid-19 lockdown has decreased the children's ability to work in a sustained and independent manner.
I	Access to IT resources at home is limited and a significant factor in low engagement with home learning over lockdown.

## Planned expenditure for current academic year - 2020-21

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?
Quality First Teaching development – CPD programme to ensure high quality delivery and rigour across the school	<p>Clear and effective planning and delivery of lessons in maths.</p> <p>To establish confidence and skill in new approaches</p> <p>To ensure all staff are able to deliver effective teaching strategies to close gaps.</p>	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</u></p> <p>Many teachers will find it a significant challenge to know what they need to teach and how to structure their learning sequences due to the significant gaps in pupils' knowledge.</p> <p>Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches.</p>	A programme will be put together and then monitored on a regular basis each week across the school year.	PJ, LF, PR, LR, CM	Weekly

<p>Implement the Teaching Coaching programme for identified teachers including x4 NQTs</p>	<p>The 4 NQTs have clearly established support in place</p> <p>Progress is evident in teaching profiles</p> <p>Pupil outcomes are at least good.</p>	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</u></p> <p>All 4 NQTs are inexperienced and starting their careers at a time of unprecedented upheaval and disruption.</p> <p>This programme will ensure a careful, methodical and structured programme of support and development will ensure a steady and consistent improvement during the year.</p>	<p>The programme will be led by the DHT and will involve weekly meetings and regular review – including lesson observation, book monitoring and progress tracking.</p>	<p>DHT – LF + PJ</p>	<p>Termly</p>
<p>Implement a new assessment policy and assessment system to accurately track and analyse pupil data to improve outcomes</p>	<p>Assessment policy is reviewed and amended.</p> <p>New resources for testing and TA are identified and purchased.</p> <p>Training and CPD is put in place to confidently use new assessment programmes.</p>	<p><u>EEF DEVELOPMENT STRATEGY – PUPIL ASSESSMENT AND FEEDBACK</u></p> <p>SLT knowledge knows that the current assessment system is in need of overhaul to provide more in depth analysis of pupil progress – particularly in relation to test skills.</p>	<p>Research into new and better assessment systems will be carried out by PJ.</p> <p>Recommendations made to SLT and then purchased and implemented rapidly.</p> <p>Staff will be trained in the effective use of systems and progress meetings held using the data created.</p>	<p>AHT – PJ + SLT</p>	<p>Monthly</p>
<b>Total budgeted cost:</b>					<b>£3600.00</b>

## 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>Implement a targeted Catch up intervention programme – small group withdrawal based on gaps in learning KS1 and KS2 - initial focus on phonics and reading</p>	<p>Groups are identified through baseline assessment</p> <p>High quality staff are recruited to plug gaps</p> <p>Pupils make more rapid and sustained progress – narrowing gaps.</p>	<p><u>EEF DEVELOPMENT STRATEGY</u> = <u>1:1 AND SMALL GROUP TUITION + INTERVENTION PROGRAMMES</u></p> <p>EEF research shows the power of small group and 1:1 tuition in narrowing gaps in learning.</p> <p>Internal data shows that the vast majority of children are starting 2020-21 at least one or two terms behind where they should be at this point. Teachers will plan for catch up but additional resources are required to focus on core literacy skills such as <b><u>phonics and early reading</u></b>.</p> <p>Two additional temporary teachers will be employed to deliver high quality, well planned and targeted interventions during the afternoon and after school for pupils identified as off track due to Covid-19.</p>	<p>Assessment lead AHT – PJ will take the lead on this project and co-ordinate the intervention programme across KS1 band KS2.</p> <p>Covid Catch Up teachers will meet with PJ every 2-3 weeks to review progress and discuss next steps. This will be reported to HT monthly.</p> <p>Pupils work will evidence rapid and sustained progress towards their age related expectations.</p>	<p>AHT – PJ</p> <p>AA KM LF PJ</p>	<p>Monthly</p> <p>Covid Catch up teachers costs:</p> <p>M6 rate = £451pw x 15 weeks x 2 staff = £13530,00</p>

<p>1-1 after school tuition sessions 1 hour x 10 sessions</p>	<p>Teachers willing to participate are chosen and given clear remits for targeted work</p> <p>Pupils make rapid and sustained progress</p>	<p><u>EEF DEVELOPMENT STRATEGY</u> = <u>1:1 AND SMALL GROUP TUITION + INTERVENTION PROGRAMMES</u></p> <p>EEF research shows the power of small group and 1:1 tuition in narrowing gaps in learning. Teachers know their classes well and are best positioned to target gaps in their learning and plug these in small group after school tuition sessions on a weekly basis for 10 weeks.</p>	<p>Assessment lead AHT – PJ will take the lead on this project and co-ordinate the implementation of 1:1 support and monitor progress of pupils selected for the programme.</p> <p>Feedback will be provided monthly to HT and SLT.</p>	<p>AHT – PJ</p> <p>Teachers</p>	<p>Monthly</p> <p>10 groups to be targeted at £300.00 per group – m10 hours over 10 weeks.</p> <p>£3000.00</p>
<p>Use of volunteers to hear readers in all classes every day.</p>	<p>Volunteers are sought and identified</p> <p>Pupils are heard read daily/planners filled in and targets given</p> <p>Pupils reading ability and confidence improves rapidly</p>	<p><u>EEF DEVELOPMENT STRATEGY</u> = <u>1:1 AND SMALL GROUP TUITION</u></p> <p>EEF research shows the power of 1:1 tuition in narrowing gaps in learning.</p> <p>Volunteers who are suitably qualified (GCSE+) will be sought to provide 1:1 reading opportunities and development with targeted pupils across all year groups.</p>	<p>Reading sessions will be set up and reviewed by class teachers and CA (volunteer coordinator).</p> <p>Pupils will be heard read regularly each week and this will be recorded in pupils' planners.</p>	<p>CA</p> <p>Class Teachers</p>	<p>Weekly</p> <p>No cost</p>
<b>Total budgeted cost:</b>					<b>£17,000.00</b>

## 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?
<p>Feedback- High quality development of new verbal feedback policy</p>	<p>All staff are confident in using the new approach – CPD is effective.</p> <p>Feedback approach shows definitive and rapid progress</p> <p>Pupils know their own strengths and weakness and their own next steps</p>	<p><a href="#">EEF DEVELOPMENT STRATEGY – PUPIL ASSESSMENT AND FEEDBACK</a></p> <p>The previous marking policy was extremely onerous and not having sufficient impact. This year we have moved to verbal/instant feedback to try to secure better outcomes for individuals whilst at the same time reducing workload and improving teacher assessment information on their classes.</p>	<p>Feedback will be monitored through a robust monitoring programme throughout the year.</p> <p>Teachers will hold regular review meetings with SLT to discuss their progress and any issues that have emerged.</p> <p>Ongoing formative assessment will be key to driving on progress.</p>	<p>LF</p>	<p>Half termly</p>
<p>Develop a coherent and creative whole school curriculum – ensure that learning is sequential, highly organised and effective across all subjects.</p>	<p>Curriculum planning is robust and rigorous in all year groups</p> <p>Curriculum links are creative and meaningful</p> <p>Curriculum contributes positively to improving outcomes in RWM</p>	<p><a href="#">EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</a></p> <p>The catch up curriculum will be tightly honed to include additional English and math's lessons throughout the week. There will also be a greater emphasis on reading and writing across the wider curriculum areas and weekly GPS and comprehension sessions.</p> <p>All subjects will have a key skill objective for that subject AND one linked to reading/writing and/or maths.</p>	<p>The implementation of this catch up curriculum will be monitored half termly by members of the SLT.</p> <p>Feedback and review will be conducted and staff will be coached and mentored to show improvements.</p> <p>Where necessary more direct involvement of SLT will be deployed to support in specific classes/year groups.</p>	<p>LF/SJ/PJ/LR/PR</p>	<p>Half termly</p>

<p>Resources development– evaluate and purchase additional resources for catch up programmes for RWM</p>	<p>SLT identify resources to support the catch up programme – homework/text books/IT packages etc.</p> <p>Packages are purchased and implemented.</p> <p>Monitoring shows the impact of these programmes on outcomes.</p>	<p><u>EEF DEVELOPMENT STRATEGY</u> = <u>SUPPORTING GREAT TEACHING</u></p> <p>Resources to support the teaching of English and Mathematics are no longer as useful as they once were. In order to narrow the gaps in achievement and close the Covid gap in particular new resources will ensure teachers are pitching work to the right level for each year group.</p>	<p>Research into appropriate resources will be conducted in spring term and purchased ready for use in the summer, before full implementation in the 2021-22 academic year.</p> <p>Staff will be supported in the use and principles behind any new schemes of work and will be mentored in its effective implementation.</p>	<p>LF/SJ/PJ</p>	<p>Termly</p> <p>Power Maths: £8000.00</p> <p>CGP Reading resources £4000.00</p>
<p>To ensure all vulnerable pupils have access to technology at home and in school.</p>	<p>Order DfE approved laptops for vulnerable children Ensure safety filters and all relevant software is installed.</p> <p>Distribute to vulnerable pupils for home learning</p> <p>Ensure the use of the devices is widespread in lessons to enable greater development of skill.</p> <p>Source catch up programmes to be used online. E.g. TT Rockstars/Mathletics</p>	<p><u>EEF DEVELOPMENT STRATEGY</u> – <u>ACCESS TO TECHNOLOGY</u></p> <p>EEF studies show that having robust and reliable access to the internet and other forms of IT that pupils can make more sustained progress.</p> <p>SLT will ensure a new set of laptops and other devices are secured and embedded in each key stage to support teaching and learning.</p> <p>Tuition programmes will also be reviewed and purchased to use with the new ICT equipment.</p>	<p>Ensure laptops and devices are ordered when available.</p> <p>Roll these out to support the home learning needs of vulnerable pupils.</p> <p>Collate and set up remaining laptops for use across the key stages.</p> <p>ICT/Admin to facilitate learning in class alongside the class teacher.</p> <p>Learning programmes to be audited and implemented accordingly.</p>	<p>PR/FD/SJ</p>	<p>Termly</p>

<p>Provide increased pastoral care for families in need. Signpost support availability and counselling.</p>	<p>AB to contact vulnerable families on a regular basis to check in and offer support.</p> <p>Follow up and facilitate external support and Early help where appropriate/necessary.</p>	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING PARENTS AND CARERS</u></p> <p>Home surveys have demonstrated that some parents have found the restrictions and mental health effects of lockdown to be very difficult to manage. This will hamper their children’s ability to access work and be self-confident.</p>	<p>AB and other pastoral team members will be available for 1:1 conversations and support for families who are finding things difficult. This will be achieved through sign posting external support and providing people in school to talk to about any problems.</p> <p>Follow up pastoral work will be undertaken with the children of these families if appropriate and necessary.</p>	<p>AB – Family Support Worker</p> <p>SD/JB/LR</p>	<p>Half termly</p>
<b>Total budgeted cost:</b>					<b>£12000.00</b>
<b>Overall Budget Total</b>					<b>£32,600.00</b>