

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	216
Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£15,040

STRATEGY STATEMENT

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Include a brief overview of your catch-up premium strategy. For example:

- Our catch up priorities are:
 - To improve the attainment in KS1 phonics and early reading from their in year starting points
 - To fill gaps in learning for all pupils through thorough and rigorous assessment and intervention
 - To improve rapid recall for identified pupils
 - To fill phonic and spelling gaps for identified pupils
 - To increase the reading attainment of identified KS1 and KS2 pupils
 - To improve the online provision for blended learning so that better access improves take up and prevents further gaps in learning
 - To support and maintain the positive mental health of all children
- The core approaches you are implementing and how these will contribute to helping pupils catch up on missed learning
Our main approaches are:
 - To access the FFT tutor strategy to employ a teacher specifically to do reading interventions. This programme will target 40 children over 6 weeks supporting all areas of reading and allowing them to make up to 3 months progress in 6 weeks thus closing the gap.
 - We will buy and maintain subscriptions for 123 Maths, Nessy and Doodle Maths and English. These programmes will become integrated into our school day so that when blended learning is activated, the children will understand how to access and use the programmes to their advantage. All of these programmes are reactive to the child's ability. This means that a child can access them independently of the adult and the programme will adjust. In addition, class teachers can set either whole class, individual or group activities to target specific gaps in learning.
 - We will also need to buy additional IT hardware and accessories to support the use of these programmes in the academy
 - We are accessing the Mental Health Champions programme to give our children the tools to maintain positive mental health. This in turn allows them a greater capacity to learn.
- The overall aims of your 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	Low levels of phonetical awareness and additional misconceptions in KS1
B	Poor recall of number bonds and times tables which limits progress in maths
C	Comprehension skills which are not in line with fluency levels in KS2 reading

ADDITIONAL BARRIERS	
External barriers:	
D	Low attendance for a minority of pupils
E	Low adult literacy skills creating a limited home learning environment
F	Poor access to IT for low income families not in receipt of FSM

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?
Support QFT with the platforms which make the transition between school and home learning fluid so that home learning is easy for the children to access and purposeful in its provision	<p>Children continue to make progress at an expected rate whether at home or school</p> <p>Children close gaps in learning caused by first national lockdown</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT</p> <p>Monitor the progress of the children through the digital platforms and review how the platforms are used.</p>	KW	We will review this once all the measures are in place following the closure of a localized bubble. We will review the progress of all classes and compare those with closures and those without.

Use a summative assessment tool -Rising Stars Mark and shine intervention - to identify gaps in learning and to put in bespoke intervention to support rapid catch up	Gaps in learning are quickly identified and teaching supports the learning needed to fill the gaps.	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Review of the assessment details once the testing is complete. Pupil progress meetings to support the use of the tool for identifying pupils. Monitoring of interventions impact through termly data checks	CB	Termly
Expand the website so that all learning is accessible to vis one main platform. This will be used for all home learning and will support independence for learners to access the material.	Home learning is easily accessed Rates of engagement improve Progress continues during periods of blended learning	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Review engagement after a 'bubble' lockdown Resurvey to measure impact once changes have been implemented and used.	Class teachers	After bubble closures

Total budgeted cost:					£3307.50
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?
Targeted reading intervention form the FFT I online with the national tutoring programme. 40 to benefit from small group and one to one tutoring for a 6 week block.	Children will have made 3 months progress in 6 weeks in line with their starting points. Allowing them to catch up with lost learning.	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Measure the impact of data from start and end points Review the process with the FFT tutor and monitor provision	KW	At the end of the 6 week block
Total budgeted cost:					£3099
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?
Support blended learning approaches with adequate hardware in school and access out of school.	Children continue to make progress at an expected rate whether at home or school	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	<p>All pupils will have access to the online learning and will know how to use it.</p> <p>Online platform data shows an improvement in engagement and shows impact through attainment and progression data</p>		February 2021
Train mental health champions	<p>Children are supported to maintain positive mental health</p> <p>Good mental health supports the metacognition pupils make rapid progress</p>	https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	<p>Pupil progress meetings</p> <p>Review of mental health interventions</p>	KW CL	January 2021

Sanitation, PPE and full time cleaning in the academy to ensure that all touchpoints and classrooms and continuously cleaned throughout the day	Less sickness, improved attendance, rapid catch up for pupils	<p>Since the academy reopened fully in September, we have had an onsite cleaner through out the day and a full clean of the academy in the evening. We have increased hand- washing and sanitization and contact between groups of children. Attendance analysis of illness (including positive cases of corona virus but not self - isolation periods) showed that despite some children being off for a considerable period with corona virus, compared to the same period in 2019, illness levels had decreased.</p> <table><tr><td>Period of attendance</td><td>Percentage of children off with illness rounded to the NSF</td></tr><tr><td>September 4st - November 15th 2019 (48 days)</td><td>3%</td></tr><tr><td>September 2nd - November 13th 2020 (48 days)</td><td>2%</td></tr></table> <p>One aspect that must affect this is the standards of hygiene, hand washing, sanitising stations, PPE and the onsite cleaners which have all contributed to this and the rise in attendance.</p>	Period of attendance	Percentage of children off with illness rounded to the NSF	September 4 st - November 15 th 2019 (48 days)	3%	September 2 nd - November 13 th 2020 (48 days)	2%	<p>Continued attendance analysis.</p> <p>Clear communication between all stakeholders.</p> <p>Monitor the standards of organisation of classrooms to allow for efficient cleaning.</p>	KW	attendance analysis each half term
Period of attendance	Percentage of children off with illness rounded to the NSF										
September 4 st - November 15 th 2019 (48 days)	3%										
September 2 nd - November 13 th 2020 (48 days)	2%										
Total budgeted cost:					£10,431.50						

ADDITIONAL INFORMATION

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In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- We use FFT (Fischer Family Trust) as our internal recording and reporting software. As a provider of educational expertise in data and interventions, we are also accessing the FFT tutor programme as our national tutor programme.
- We have sourced much of our research from the (EEF Education Endowment Foundation). This is a highly recognised, unbiased provider of research-based solutions and recommendations. Our strategy has been formulated using their recommended tiered approach. We have reflected on the research and reviewed the provision and need within the academy.
- Surveys were held with parents and views of staff and pupils gathered to support our strategy. We will continue to seek views as our catch-up curriculum is implemented, especially around blended learning and whether our actions have raised engagement.
- Please see a link to our recent Ofsted report : <https://staracademy.attrust.org.uk/wp-content/uploads/sites/4/2019/03/Ofsted-report-February-2019.pdf>
- Attendance data is monitored carefully for persistent absenteeism. There can be several reasons for this, but they include poor mental health. Our strategy intends to support mental health of families and in particular the children. We also work closely with the parents through our Home School Link Worker to support them getting their child to the academy.