

Aston Fence J & I School COVID Catch-Up Premium Report

Covid Catch-Up Premium Spending Summary

Summary	
Total number of pupils	216
Amount received per pupil	£80
Total amount of catch-up premium received	£17280

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school. The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students.. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

How we will use the funding

We will use the funding to support pupils in reducing the impact caused by lockdown and partial school closures. We will do this in line with the guidance on curriculum expectations.

Overall Aims

Our School's Catch-Up Priorities

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils, closing the gap created by COVID-19 school closures

Curriculum

The whole curriculum will be taught from September 2020. Key knowledge, concepts and vocabulary that has not been taught due to school closure have been identified. Teachers have adjusted their planning to enable them to include this key knowledge in future teaching. First Wave quality teaching will enable pupils to make progress in the areas missed, and support is given to teachers in the form of CPD, coaching and the provision of additional resources.

Assessment

Ongoing assessment through September and formal baseline assessments in October will highlight specific areas of difficulties and this will inform ongoing planning. Our assessment timetable will continue in all classes throughout the year to monitor progress.

Targeted Support for Individuals and Small Groups

School leaders and teachers have identified pupils requiring additional support. Several factors were considered, including prior attainment, engagement in home learning and general attitudes to learning. Disadvantaged pupils and those who had previously worked above expected levels and who are now at expected have also been identified. The catch-up programme being delivered is based on formative and summative assessment carried out in the autumn term. The programmes cover key knowledge and vocabulary in maths and reading. There is also a focus on improving pupils' attitude to learning, for example developing their confidence and stamina. Specific programmes are dependent on the need identified in each cohort. HLTAs and teaching assistants will deliver this program to pupils from specific classes. They will work closely with the class teacher which will allow them to adapt the programmes to ensure that they best meet their pupils' needs.

Identified Impact of Lockdown	
Maths	<p>Specific content has been missed during the summer term 2020, leading to gaps in learning and stalled sequencing of concepts. Recall of basic skills has not suffered for all children but some children are not able to recall addition facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited. This information was gathered after our first assessments in September 2020.</p>
Reading	<p>Children accessed some level of reading during lockdown. This is something that was more accessible for some families and required less teacher input. However, some children are less fluent in their reading, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider in some cohorts. Understanding of vocabulary is also an area we have identified as requiring additional input. This information was gathered after our first assessments in September 2020.</p>
Wellbeing	<p>The emotional wellbeing of some of our pupils was impacted by the lockdown. We used a questionnaire, designed by our child counsellor, Mrs Green, to identify pupils and families who might require extra support on their return to school in September.</p>

Barriers to Future Attainment

A Gaps in phonic knowledge – FS2 and KS1.

B Gaps in mathematical skills and understanding of concepts.

C Gaps in understanding of vocabulary and reading fluency.

External Barriers to Learning

D A small number of pupils did not engage with home learning during Lockdown 1.

E Lack of resilience and stamina in some learners.

F Potential issue with readiness for learning in FS2 due to decreased attendance at nurseries.

Planned Expenditure for Current Academic Year

Teaching and Whole-School Strategies				
Desired Outcome	Chosen Approach and Anticipated Cost	Impact	Review	Lead
<p><u>Supporting Quality First Teaching</u> Topics will be planned with attention to detail and particular care given to the vertical and horizontal links within our curriculum. Consideration given to how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>High quality CPD undertaken by staff to support the delivery of the full curriculum.</p> <p>Support for new members of staff. Experienced teachers and SLT to support, coach and mentor as necessary.</p>	<p>Additional CPD accessed through RoSIS and other external providers. £2500</p> <p>Resources purchased to support the delivery of the curriculum eg online subscriptions, maths reasoning resources, reading comprehension schemes (as required).</p> <p>Purchase further reading books for FS2 and KS1 – phonically regular texts to support phonic knowledge. £500</p>	<p>Base membership purchased. CPD identified regularly and staff accessing remotely both in-school hours and in their own time.</p>	<p>Termly</p> <p>January 2021</p> <p>Spring term 2021</p>	<p>CD</p> <p>AF</p> <p>EN</p>

<p><u>Assessment and Feedback</u> Teachers have a very clear understanding of current attainment.</p> <p>Teachers and leaders understand what is the most important learning for each year group which will give the children the best chance to successfully continue their educational journey in 2020-21. Teachers assess / evaluate the impact of lockdown on individual children / groups of children both academically and emotionally. This is objective led and carried out at an individual child level.</p>	<p>Assessments carried out in the third week of the autumn term inform future planning and identify specific individuals/groups who would benefit from small group/1:1 tuition.</p> <p>Assessment package purchased from NFER to support the above. £1300</p> <p>Questionnaires provided for all pupils during first week back in September – designed by S Green. Responses collated and pupils requiring extra emotional/wellbeing support identified for either contact with S Green or LEGO therapy with C Firth (ELSA). Resources purchased for Play Therapy and LEGO therapy as and when appropriate £300.</p>	<p>Assessments carried out and pupils identified.</p> <p>Questionnaire devised by SG and distributed to all pupils in Sept 2020. Outcomes collated and children in need of emotional support identified. SG to work with specific pupils and CF to run 2 x weekly LEGO groups.</p>	<p>October 2020</p> <p>January 2021</p> <p>September 2020</p>	<p>CD</p> <p>CD</p> <p>SG</p>
		<p>Total budgeted cost £4600</p>		

Targeted Approaches				
Desired Outcome	Chosen Approach and Anticipated Cost	Impact	Review	Lead
<p><u>1-to-1 and Small Group Tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will become confident readers and dips in reading attainment will be negated.</p> <p>Identified children will have significant increased rates in rapid recall of number facts and times tables. They will be able to use these skills to access mathematical problems, choosing and using the correct facts with pace.</p>	<p>Autumn term assessments used to identify children suitable for tuition sessions. HLTAs and TAs to provide small group tuition sessions before and during the school day in reading and maths.</p> <p>Each group's progress measured after 6 week block – assessments carried out and way forward identified.</p> <p>On-going hourly rate paid to TAs and HLTAs for extra hours worked each week.</p> <p>Weekly cost approx. - £200</p>	<p>Letters sent to parents to gain permission for out of hours tuition. Sessions began October 2020. Positive feedback received from parents and teaching staff regarding impact. Groups currently suspended due to new national lockdown. They will resume when school fully opened again.</p>	<p>On-going – 6 weekly blocks from October 2020/</p>	<p>CD/Teaching Staff</p>
		<p>Total budgeted cost £10000</p>		

Wider Strategies				
Desired Outcome	Chosen Approach and Anticipated Cost	Impact	Review	Lead
Engage parents in supporting pupils with home learning including homework and reading. Enable pupils, who are isolating or shielding, to access remote learning and live lessons.	Purchase access to Seesaw as an online learning platform for all year groups within school. £864	Purchased September 2020. Utilised with home learners who are isolating and shielding. Used when bubbles popped and currently being used during lockdown 3. Positive feedback received from many parents.	September 2020	CD/AF
Devices purchased to support online learning within the classroom.	Purchase Kindle Fires 16 devices initially – to be increased as the budget allows. £1440	10 x Kindle Fires purchased and being used effectively within classes. They are proving to be invaluable during the most recent national lockdown as our critical worker children are using them within school to access the online learning set daily by teachers.	December 2020	CD/AF
		Total budgeted cost £2304		
		Overall Expenditure - £16904		