



# Oxspring Primary School

## COVID Catch-up Premium Report - October 2020

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### COVID Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	130	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10,400		

## STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19) since March 2020. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In June, a £1 billion fund for education was announced by the government. DFE guidance which outlines this can be seen at <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning that Oxspring Primary School will be in receipt of £10,400.

### Use of funds

The DFE states that schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. **Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.**

In order to support schools to make the best use of the funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students, which we will refer to in our planning.

The overall aims of our catch-up premium strategy at Oxspring Primary School are to:

- Raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Reduce the attainment gap between our disadvantaged pupils and their peers
- Support and address the emotional and mental health needs of pupils

In line with EEF evidence, we will use 2 key strategies to achieve our catch up premium aims:

- Teaching and whole-school strategies
- Targeted support

# Catch up at Oxspring Primary School is:

## *(For all children)*

- **Access to quality first teaching.** We believe that every child has the right to access daily excellent teaching as it is the most important means by which to improve pupil outcomes.
- **Working through well sequenced, purposeful learning schemes and curriculum plans.** We will use our schemes and planning to focus on missed objectives and consolidate knowledge and skills in each year group, which will be applied within a broad and balanced, creative wider curriculum.
- **Increased focus on consolidation of core knowledge and skills.** The core knowledge and skills which enable successful learning will require increased curriculum time across all year groups. These include phonics, handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition and subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning - particularly in the autumn and spring terms. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the first two terms.
- **Particular focus on early reading and phonics.** This is always a focus in school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work and beyond in order to ensure that children feel safe, happy and supported at school.
- **Effective communication and liaison with parents / carers.** We will work closely with parents to communicate pupils' strengths and areas for support and recommend strategies for supporting learning at home linked to the identified gaps.

## *(For some children)*

- **Additional support and focus on basic core skills.** Supported by targeted staffing utilising catch up premium - dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT DUE TO COVID

#### Academic barriers: Gaps identified in the following areas:

- Phonics' knowledge and understanding
- Key knowledge and skills of reading and spelling of high frequency / common exception words / year group spellings
- Recall of number facts / multiplication tables
- Reading fluency, comprehension, inference and deduction
- Letter and number formation (increase in reversals) and decline in quality of handwriting
- Key grammar and punctuation knowledge
- Resilience, stamina and productivity in writing

### ADDITIONAL BARRIERS LINKED TO IMPACT OF COVID

#### External barriers:

- Impact on pupils' emotional health and wellbeing due to lockdown and ongoing restrictions
- Continuing disruption due to COVID, which includes need for self-isolation, potential of bubble closures and wider lockdowns will impact further on attainment and progress.

## Planned expenditure for current academic year

Quality first 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?	Specific costs
<p>Revision to timetable of school day - phased adjustments to meet needs of specific classes / year groups</p> <p>Other subjects protected in weekly timetable including PE, PSHE, Science and topic (history/geography). Blocked units eg DT / art.</p> <p>Access to quality plans and schemes of work to support teaching and learning.</p>	<p>All pupils have sufficient opportunity to access regular basic knowledge and skills revision and instruction</p> <p>Improved outcomes for all pupils.</p> <p>Recovery of lost learning time.</p>	<p>Baseline shows that pupils have increased gaps in knowledge and skills due to lack of daily practice</p> <p>Quality reading opportunities identified by school as key deficit area during lockdown.</p> <p>Evidence - linked to brain function and learning - short, intense bursts</p>	<p>Staff meeting reviews and planning</p> <p>Pupil Progress meetings</p> <p>Effective communication with all staff of whole school expectations</p>	SI / HR	Half termly	£135
<p>Assessment screening to be undertaken in appropriate year groups for phonics and spelling for all children.</p> <p>Review of class bubble phonics / spelling teaching</p> <p>Increase opportunities for whole class teaching - apply to wider curriculum.</p> <p>Increase Active phonics opportunities</p> <p>Phonics screening checks and RWI assessments</p> <p>Share expectations with parents / carers</p>	<p>Gaps in phonics and spelling knowledge and skills are accurately identified</p> <p>Improved outcomes for all pupils.</p> <p>Recovery of lost learning time.</p>	<p>Baseline shows significant gaps in phonics and spelling for many children</p> <p>Staff need accurate information around gaps to inform planning and intervention.</p> <p>EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils.</p>	<p>Standardised screening across year groups</p> <p>Subject leader monitoring</p> <p>Pupil Progress Meetings</p>	SG	At least half termly	<p>Catch up phonics</p> <p>Autumn £356.37 + £398.55</p> <p>Spring £480</p>

<p>Pupil progress meetings identify whole class needs  Greater focus on / high profile of reading for all pupils  Apply skills in cross curricular learning  EYFS/ KS1 recap training in phonics  Whole class approach with targeted support  Whole staff recap -reading teaching sequence  Review and updates VIPERS approach  Adjust proportion of decoding / comprehension accordingly to pupils' identified gaps  (see below for targeted reading / phonics support)</p>	<p>All pupils rapidly recover reading skills so they meet or exceed ARE.  Improved outcomes for all pupils.  Recovery of lost learning time.</p>	<p>Reading identified as key area of vulnerability due to impact of lockdown.  Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Reports Improving Literacy in Key Stage 1 and 2 (see link below)  High quality teaching for all is the most important lever for improving outcomes.</p>	<p>Subject leader monitoring  Pupil Progress Meetings</p>	<p>AT</p>	<p>Half termly</p>	<p>Catch up reading / phonics  Autumn  £153.92</p>
<p>Whole staff recap -writing teaching sequence.  HR to trial and share re: Jane Considine's approach to teaching writing  <a href="https://www.janeconsidine.com/">https://www.janeconsidine.com/</a>  Shared / modelled writing  High profile of writing across the curriculum  Recap of GPS knowledge  Fine motor and pencil control focus.  Additional handwriting sessions  Purpose and audience - high quality stimulus / hooks for writing - apply to wider curriculum</p>	<p>All pupils rapidly recover writing skills so they meet or exceed ARE  Letter formation and handwriting / presentation is at least good and is in line with whole school policy  Pupils are resilient, productive and engaged in the writing process  Improved outcomes for all pupils.  Recovery of lost learning time.</p>	<p>Writing identified as key area of vulnerability due to impact of lockdown.</p>	<p>Teaching sequence has proven track record of success  Subject leader monitoring  Pupil Progress Meetings</p>	<p>SG</p>	<p>Half termly</p>	<p>none</p>

<p>Whole staff recap on maths scheme Access to White Rose Recovery Curriculum plans Additional pre teaching/post to close gaps Increase teaching of number facts / multiplication tables</p>	<p>All pupils rapidly recover maths skills so they meet or exceed ARE Number formation / presentation is at least good</p>	<p>Baseline identified gaps in recall of key number facts / times tables</p>	<p>Subject leader monitoring Pupil Progress Meetings</p>	<p>EW</p>	<p>Half termly</p>	<p>none</p>
<p>Implement Jigsaw scheme - staff training Weekly PSHE lessons Calendar for Oxspring Minds events Review channels for sharing worries / feelings - Use of worry boxes / jars / circle time Pupil questionnaires Priority given to physical activity / wellbeing activities / class bubble 'social' opportunities Mental health and wellbeing training Access to PHE/ Anna Freud's wellbeing toolkit</p>	<p>Pupils' emotional, mental health and wellbeing in given a high priority</p>	<p>EEF states that 'Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support'</p>	<p>Subject leader monitoring Pupil questionnaires</p>	<p>SI / EW</p>	<p>Half termly</p>	<p>none</p>
Budgeted cost:						£1523.84

### 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?	Specific costs
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<p>Provision / catch up map drawn up by SENDCO following pupil progress meetings.</p> <p>Focus on disadvantaged / vulnerable pupils and pupils who are targeted for 'closing the gap' work.</p> <p>Intervention plans / TA deployment established and targeted support in place for:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading</li> <li>• Spelling</li> <li>• Maths</li> </ul> <p>Employ additional TA for Class 1 to add TA capacity in each class across school for catch up interventions</p> <p>Additional TA sessions to extend capacity for catch up interventions</p> <p>Access to 1:1 / group tutor for targeted pupils</p> <p>Application for Nuffield Early Language Intervention (NELI) - see link below. 20 week programme in spring / summer term. Awaiting confirmation.</p>	<p>Pupils make at least good progress from their initial starting points</p> <p>Early reading / maths skills developed.</p> <p>Phonics/reading / maths attainment and confidence raised.</p> <p>Pupils on track for passing the Phonics Screening Check / end of year assessments.</p> <p>Pupils become fluent, confident readers / mathematicians who enjoy learning</p> <p>Pupils are confident in reading / spelling / maths and use this to access the curriculum and all aspects of learning.</p> <p>The gap between identified pupil groups (including vulnerable pupils) and all other pupils is narrowing.</p> <p>Improved outcomes for all pupils, with a focus on identified groups (including vulnerable pupils), aligned to targets set.</p> <p>Recovery of lost learning time.</p>	<p>EEF states that 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.'</p> <p>They also state 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial'.</p>	<p>SENDCO monitoring</p> <p>Baseline / end of intervention tracking</p> <p>Pupil Progress meetings</p>	<p>HR</p>	<p>Half termly</p>	<p>Spring term catch up 10 week x <math>\frac{1}{2}</math> days each £800</p> <p>1:1 / small group tutor Spring term 5 weeks x 2 hours £800</p> <p>Additional TA - £2943.16 + £3333</p> <p>Summer term 1 additional booster - £1,000</p>
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Following pupil progress meetings, pupils identified as requiring additional emotional well-being support and social skills development - target disadvantaged / vulnerable / pupils at risk of long term impact Provision / catch up plan by SENDCO - deployment of TAs	Pupils are effectively supported for their emotional health and wellbeing. They know where / how to access support. Pupils feel confident to talk about their feelings.	EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils.	SENDCO / PSHE leaders' monitoring Discussion with pupils	HR / EW / SI	Half termly	None
					Budgeted cost	£8876.16
					Total budgeted cost:	£10,400

#### ADDITIONAL INFORMATION

##### **Links to key documents:**

DFE Catch up premium guidance <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

DFE Actions for school for full reopening <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

Education Endowment Foundation (EEF) COVID-19 planning document <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

EEF Teaching and learning toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

PHE / Anna Freud Toolkit for children's mental wellbeing <https://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf>

Nuffield Early Language Intervention (NELI) <https://www.elklan.co.uk/neli/about-neli>

EEF guidance reports <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

