

The National COE Junior School COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:380		Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:			£30400.00

INTENT

STRATEGY STATEMENT

Priorities

Taken directly from the Strategic Development Plan

Quality of Education
Outcomes across the curriculum

- The vast majority of pupils achieve at least age related expectations in all core subjects
- **Reading** A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.
- The **Mathematics curriculum** fosters understanding of new concepts and methods pupils acquire mathematical knowledge appropriate to their age and starting points, enabling them to recall it rapidly and apply it fluently and accurately across the curriculum.

Reading and Maths are the **main priorities for our catch-up premium**. Historically, progress in these two areas has not been below 0 (-1.3 in reading and -3.1 in maths, in 18/19 data).

Core approaches

Using the evidence presented by EEF [DfE's catch-up premium guidance](#), two qualified teachers will provide targeted support for identified pupils. The interventions will:

- Rigorous, happening daily at the same time with the same pupils.
- Be in very small groups (4 pupils)
- Be closely linked with classroom practice and content
- [Be measured](#)
- Include a breakfast club

Overall aims

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

IMPLEMENTATION

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?
Maths and English leads to take staff meetings on whole class catch up strategies and curriculum Maths Staff meeting slides English Return to Writing September	Class teachers confident to deliver maths and English	<ul style="list-style-type: none"> Subject leaders are experts and well respected. Whole school approach Staff well-being and work load 	<ul style="list-style-type: none"> Monitoring and evaluation activities 	SLT Peter Grimwood/Sarah Murphy Susan Goode/Charlotte Osborne	On going - please see M & E schedule
Total budgeted cost:					

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?
Engage two qualified teachers to run targeted support	For identified pupils to make accelerated progress and return	Mobilise project Making efficient use of Teaching Assistants- previous experience of successful intervention	<ul style="list-style-type: none"> Class teachers to monitor daily impact on identified pupils 	Class teachers YGLs PLs	Constant review

<p>groups in the mornings (8am - 12:30) across all year groups.</p> <p>All class teachers have the opportunity to identify pupils who need to catch up after COVID 19 school closures.</p> <p>Targeted pupils to attend identified daily intervention groups.</p> <p>Impact monitored and evaluated.</p>	<p>to pre-covid closure attainment and progress(ARE).</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<ul style="list-style-type: none"> • YGLs, PLs and SLT to monitor • Drop ins • Book scrutinies 	<p>SLT</p>	<p>Formal review end of each small term/round of intervention</p>
Total budgeted cost:					29981.88
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>Breakfast club - one intervention will run before the school day begins (8am)</p>	<p>For identified pupils to make accelerated progress and return to pre-covid closure attainment and progress(ARE).</p>	<p>Mobilise project Making efficient use of Teaching Assistants- previous experience of successful breakfast club (KS2 booster groups)</p>	<ul style="list-style-type: none"> • Class teachers to monitor daily impact on identified pupils via AR • YGLs, PLs and SLT to monitor • Drop ins 	<p>Class teachers YGLs PLs SLT</p>	<p>Constant review</p> <p>Formal review end of each small</p>

		<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 			term/round of intervention
Total budgeted cost:					Staffing costs included in above however there will be a small cost for drinks and snacks (where ever possible this will be minimised by using leftover pack lunch food). 200.00

IMPACT

Barriers to learning

Naturally, we are anticipating that the pupils will progress and attain as a result of the Catch Up Funding Premium. The intent and implementation above indicated how this will occur. However there may be barriers to learning which prevent them from achieving and succeeding.

Lozanov says there are **three main barriers to learning**: the critical-logical **barrier** ("School isn't easy, so how can **learning** be fun and easy?"); the intuitive-emotional **barrier** ("I'm dumb, so I won't be able to do that"); and the critical-moral **barrier** ("Studying is hard work - so I'd better keep my head down").

As a Trust we will be considering the most **efficient methods for giving our learners the upper hand with overcoming learning barriers as they appear.**

Here we have 6 of the most efficient methods.

1. It Begins with Believing. ... *(Using our Trust Mission tag "Aim High Believe, Fly High Achieve")*
2. Provide Context and Relevance. ... *(Using **learners'** own **words**, language, materials and personal context)*
3. Debrief and Assess Constantly. ... *(Being clear about activity purpose and how it relates to the skills needs of the **learner**.)*
4. Use Enabling / Affective Language. ... *(Using **You can, I can, Well done, I'm proud of** language)*
5. Provide Model and Opportunities. ... *(Making **learning** participative as well as modelling WAGOLL, include peer collaboratio)*
6. Guide and Step Aside. ... *(Breaking tasks down into smaller steps that will incrementally build into the task objective)*

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils do not have any summative test data / results to show progress from, therefore a reliance on teacher assessment data and teacher conversations to show the progression and development is needed.
B	Pupils have EXS as their KS1 results but continual teacher assessments, in class formative assessments and day-to-day conversations reveal that they are displaying more WTS characteristics. Plugging the gap continues to be more challenging.

C	Pupils have negative past experiences with interventions, summative tests and alternative teachers which cause their progress and achievement to be not as good as was initially felt it could be
Other barriers to their academic achievement could be SEND, EAL, PP, personal mindsets, lack of a sense of community, lack of purpose, distracting environment, lack of technical skills and /or Boredom.	

ADDITIONAL BARRIERS

External barriers:

D	Parental disengagement with the opportunity to catch up funding and additional time for their pupils to “plug the gap” despite being explained to by key members of staff. (eg through parent mail, personal phone calls, conversations at the start or end of the day)
E	Low attendance or poor attendance on the days that pupils are meant to be accessing the catch up provision. Historically their attendance may have been good but as they become more involved in the Catch Up sessions, their attendance drops.
F	Pupil anxiety at being involved in catch up intervention / support sessions. This could be COVID related or connected with intervention, alternate rooms for sessions, different teaching staff and worry about their abilities and personal learning gaps.