

# COVID Catch-up Premium Strategy Report

## Warden House Primary School

### SUMMARY INFORMATION

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| Total number of pupils:        | 444  | Amount of catch-up premium received per pupil: | £80   |
| Total catch-up premium budget: | £37,520 (including £2000 grant for the commissioning of Microsoft Teams) |  | Reviewed by Governor<br>Liz Wozny on 30/11/20 |

### STRATEGY STATEMENT

Due to the COVID 19 lockdown, education was expected to be delivered within the home for many of our pupils between March 2020 and July 2020. The quality of provision delivered within the home environment was varied, therefore we are aware that we will need to provide catch-up provision and refine our curriculum for children to make expected progress and achieve the standards expected of them at the end of the year.

The school have been allocated funding (£80 per pupil from Year R -Year 6) to plan and deliver effective catch-up provision which we are accountable for. Baseline analysis of pupil gaps carried out at the start of term 1 indicated that phonics, SPAG and mathematics were key areas of catch up for initial focus.

Due to the ongoing COVID crisis, pupils are likely be required to self-isolate and work from home at times for varying periods of time due to their personal circumstances. There may also be local lockdowns in the event of further COVID outbreaks. A coherent and accessible home learning provision needs to be accessible for pupils in this situation. Using strategies informed by the EEF (Education Endowment Foundation) we have devised a range of approaches.

These include developing teaching and whole school strategies by supporting great teaching; developing highly accurate and informative pupil assessment and feedback; providing transition support as needed. These also include providing a range of targeted approaches such as one to one and small group tuition; separate time-limited intervention programmes; Extended school time and after school clubs for targeted pupils. We will also employ a range of wider strategies such as providing bespoke support for parents and carers alongside providing access to technology both in school and at home as part of blended learning.

In order to implement these strategies, the school has appointed an NQT to enable the release of a senior teacher to become the school catch-up leader for the year. The role allows for both a leadership focus challenging and supporting teachers to ensure that the most effective, targeted provision is in place across the school alongside providing targeted teaching and learning mentoring for either individuals or small groups. The school have also appointed a teaching assistant to provide targeted reading and phonics support across the school, working under the catch-up leader.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

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| A | <p><b>English</b></p> <p>In writing, children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practicing of applying writing skills.</p> <p>Key skills from the Spelling, Punctuation and Grammar (SPaG) curriculum were not taught during lockdown and, as a result, children are not then able to apply these skills into their writing. There has been a noticeable lack of fluency in writing and lack of consistency in handwriting skills. Those who have maintained writing throughout lockdown are less affected; however, those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>For many children, reading stamina has been affected, with a lack of regular reading practice and restricted access to books for some families during lockdown. In turn, this has slowed the development of the use of higher-level vocabulary in some pupils</p> <p>On return to school, a lack of age-appropriate attainment in phonics has limited progress in reading, SPAG and writing for pupils in KS1. Lack of consistent phonics teaching during lockdown for many pupils has led to some returning to school not working at age-appropriate levels with regards to phonics with a need for intensive catchup required.</p> |
| B | <p><b>Maths</b></p> <p>In maths, specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes; they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall age-appropriate addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and is seen in general classwork.</p>  |
| C | <p><b>Other Subjects</b></p> <p>There are now significant gaps in knowledge in many subjects across the wider "foundation" curriculum. Whole units of work have not been taught due to lockdown, 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. It is also recognized that a full focus on implementing a full broad and balanced curriculum at the start of the year could slow catch up in core subjects which is a priority.</p>  |

## ADDITIONAL BARRIERS

### External barriers:

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| E | <p><b>Need for additional pastoral support</b></p> <p>Some children and families have experienced difficulties or trauma during lockdown requiring either additional pastoral support in school or more targeted support by social services, police or early help services.</p>   |
| F | <p><b>Low attendance</b></p> <p>Attendance at school has been disrupted by further bubble closures, lockdowns and individuals isolating. Curriculum delivery has been be impacted by staff illness or a requirement for them to isolate or cover for other colleagues who are also isolating or unwell.</p>   |
| G | <p><b>Accessibility of home learning</b></p> <p>Some pupils have been unable to access home learning whilst not in school. This is for a range of reasons including: limited access to technology; lack of parental support or difficult home environment. Learning attitudes at home are different than those in school for many children. Some parents trying to work from home so unable to provide continued support to their children's learning. Teachers will only be able to do so much remotely.</p> |

## Planned expenditure for current academic year

| Quality of teaching for all  |  |   |  |                       |  |
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| 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>The school have employed an NQT in order to allow for the release of a senior member of staff to act as catchup leader across the academic year. The catchup leader will support the use of focused teaching and learning strategies in classes alongside working with pupils on a 1:1 or small group basis based on areas of need.</p> | <p>Teachers are provided with targeted strategies to use with classes to accelerate progress as much as possible and ensure learning missed is embedded as soon as possible.</p> <p>Pupils with more significant gaps in their understanding are targeted swiftly and effectively using appropriate materials and strategies involving home and school as appropriate – particularly for those pupils who are disadvantaged.</p> | <p>EEF research states:<br/><i>Sustained support will be needed to help disadvantaged pupils catch up It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.</i></p> <p>The refinement and development of the quality of teaching and learning in order to best support catch up should be led by a suitably qualified, senior member of staff.</p> | <p>Regular pupil progress meetings, formative assessment strategies and summative assessment rounds.</p> | <p>Catchup leader</p> | <p>Ongoing during SLT meetings and during PPMs</p> |

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| <p>Subject leaders to review the wider curriculum and identify gaps in subject knowledge caused by lockdown.</p> | <p>The foundation subjects will be planned with increasing detail and consideration for how retrieval practices can be implemented alongside new learning so that knowledge gaps can be reduced.</p> <p>Teachers will be fully focused on end of year expectations in core subjects to ensure children are able to catch up by the end of year.</p> | <p>EEF evidence suggests that <i>great teaching is the most important lever schools have to improve outcomes for their pupils Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning</i></p> | <p>Subject leaders to review their curriculum subject and identify gaps in subject knowledge caused by lockdown.</p> <p>Subject leaders have reviewed their curriculum, in light of the Covid-19 Lockdown, to ensure the sequencing of learning helps pupils to catch up with the schooling they have missed.</p> <p>Using Quality First Teaching principles and effective Assessment of Learning, teachers will identify pupils who have fallen behind and the skills needed to be taught to enable them to catch up.</p> <p>CPD on retrieval practices carried out by CEO for all teaching staff.</p> | <p>Subject leaders<br/>Deputy Head &amp;<br/>Hub leaders</p> | <p>Termly reviews carried out by subject hubs.</p> <p>Subject leader monitoring system in place.</p> <p>Termly</p> |
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| <p>Purchase the latest Rising Stars PUMA/PIRA standardised assessments. Complete termly tests - including initial baseline- and record assessments on OTrack/MARK to identify gaps and to track performance.</p> | <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> | <p>EEF evidence suggests, <i>subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</i></p> | <p>Pupil progress meeting used effectively to ensure all children are making rapid and expected progress.</p> <p>All pupils to have achieved the standards expected of them in all subjects given their prior starting points.</p> | <p>Assessment Leader</p> | <p>Through Pupil progress meetings (3 times a year)</p>   |
| <p>Purchase of White Rose Premium subscription</p>   | <p>Teachers are using consistent representations across the school supporting a mastery curriculum. Blended learning is consistent due to the videos/worksheets shared via the website.</p>   | <p>We know that some of our parents would struggle to support their children at home – particularly in maths – the White Rose Materials enable children to work independently.</p>  | <p>Monitoring of Maths, lessons/books/home learning by the subject lead and maths team will ensure a coherent “blended” learning system is in place across the school.</p>   | <p>Maths Leader</p>      | <p>Maths team will routinely monitor lessons/books to ensure consistency and high expectations. Pupil/parent voice to be gained</p> |

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| <p>The school curriculum is amended and adjusted as necessary to allow for a clear focus on primary areas of need. Class timetables and curriculum structures reviewed to allow for a more creative and fluid delivery of the curriculum within our new daily structure.</p> | <p>Teachers work to ensure that daily timetables are balanced to allow for enough time for the core curriculum to be taught at the depth needed.</p>    | <p>DfE guidance gives schools permission to focus on core subject catchup during the first part of the school year with an expectation that a full broad and balanced curriculum is resumed by the summer term 2021.</p> | <p>Staff meeting time and support given to teachers with monitoring by team leaders.</p>                                   | <p>All teachers</p>                    | <p>Reviewed by teams during meetings</p>   |
| <p>The school has purchased subscriptions to Literacy Shed and Vocabulary Ninja to support the teaching of reading skills and the development of vocabulary throughout the curriculum.</p>   | <p>Teachers' English plans are informed by high-quality motivational resources carefully targeted to the school curriculum and the needs of pupils.</p> | <p>Research by subject leader and controlled trial of materials demonstrated positive outcomes and accelerated progress supporting teaching and learning in all phases of the school.</p>                                | <p>Monitoring will be carried out by the deputy head and the catchup leader to ensure that the provision is effective.</p> | <p>Catch-up leader and Deputy Head</p> | <p>Reviewed at weekly SLT meetings and during targeted monitoring across the year.</p> |
| <p>Total budgeted cost:</p>  |   |  |  |  | <p>£30,000</p>   |

| Targeted support  |  |   |  |  |   |
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| 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?  |
| Identify pupils who have fallen behind and identify the skills needed to be taught to enable them to catch up.  | Pupils identified receive targeted, regular provision  | Evidence shows that regular assessment using a plan, do, review approach is highly effective in targeting provision and strategies needed to accelerate progress.   | Monitoring by senior staff<br><br>Pupil progress meetings 3 x per year to monitor and review progress and challenge and support teachers as necessary.   | Headteacher, deputy head and catchup leader. | 3 x per year during pupil progress meetings<br><br>Weekly at SLT meetings |
| Our blended learning provision provides a clear structure that is embedded so that pupils working from home remain on track with their learning in all areas of the curriculum. | Pupils have a clear structure of home learning at all tiers of isolation – whether that be short term individual absence or through the closure of an entire bubble. | The EEF state:<br><i>Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided. To increase access to teaching, it would also be valuable to test the feasibility of online tuition as a way to supplement the support provided by teachers to disadvantaged children.</i> | Class teachers to monitor and challenge engagement with home learning in the event of a bubble closure.<br><br>Catch up leader will check in with families and provide tailored support as necessary (including alternative methods of home learning if this is deemed most appropriate) | Class teachers and catchup leader            | At the point of bubble closures   |



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| <p>Provision to be delivered using a range of strategies: collaboration, home learning, metacognition &amp; self-regulation, 1:1 tuition and effective feedback</p> | <p>Pupils will be equipped with the personal skills to support the effective learning of the core curriculum through careful whole class teaching strategies and targeted small group and 1:1 support as necessary.</p> | <p>The EEF state:<br/> <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. 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</i></p> | <p>Interventions will be monitored by the catchup leader, SENCO and deputy head and reviewed regularly both at weekly SLT meetings and at pupil progress meetings.</p> | <p>Class teachers, team leaders and deputy head and catchup leader</p> |  |
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| <p>Train staff and then run NELI intervention sessions with children in EYFS</p> | <p>Targeting vocabulary, narrative skills, active listening, and phonological awareness.</p> | <p>EEF – promoted intervention:<br/> <b>The Nuffield Early Language Intervention</b> is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p> | <p>Training being accessed through tutoring program.</p> <p>TAs to be supported by SENCO</p> | <p>SENCO, EYFS leader and class teachers and TAs in Year R</p> | <p>Termly</p> |
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| <p>Microsoft Teams for Education setup for all staff and pupils within the school. Staff will then use this to set, assess and monitor home learning during any subsequent bubble closure.</p> | <p>All pupils able to access a core curriculum via an online learning platform in the event of bubble closures.</p> <p>Microsoft Teams setup with clear training and information provided to children, parents and staff regarding how to access and use.</p> | <p>The Government have promoted EEF evidence including:<br/> <i>The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:</i></p> <ul style="list-style-type: none"> <li>• <i>ensuring pupils receive clear explanations</i></li> <li>• <i>supporting growth in confidence with new material through scaffolded practice</i></li> <li>• <i>application of new knowledge or skills</i></li> <li>• <i>enabling pupils to receive feedback on how to progress</i></li> </ul> | <p>Usage will be monitored by class teachers with initial training setup and provided by the headteacher and deputy head.</p> <p>The catchup leader will provide monitoring and additional guidance, feedback and support during any subsequent lockdowns.</p> | <p>Class teachers, SLT</p> | <p>At point of bubble lockdowns</p> <p>At weekly SLT meetings</p>          |
| <p>Total budgeted cost:</p>  |   |  |  |                            | <p>£2000<br/>         (additional rebate for MS Teams provided by DfE)</p> |

| Other approaches   |   |   |  |   |   |
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| 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?  |
| Purchase additional laptops for teachers to ensure access to and delivery of home learning in the event of full or partial lockdown or bubble closure. | Teachers equipped with the technology needed to work from home in the event of lockdowns or bubble closures to provide remote learning. | The EEF states that:<br><i>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</i> | Ongoing staff training and review points during weekly briefings and staff meetings. | Deputy Head   | In term 2/3 once machines have arrived and been commissioned onto the school network. |
| Apply for DFE funded laptops for disadvantaged pupils and those unable to access technology at home.   | 48 DFE-funded laptops provided to the school for use to support bubble closure in the event of further lockdown(s)                      |   |  | Headteacher and deputy head supported by the catch-up leader. | Following bubble lockdowns and  |
| Total budgeted cost:   |   |   |  |   | £5520   |