

COVID-19 catch-up premium report 2020-21

This Covid 19 catch up premium action plan has been adapted from a sample template from the Key for school leaders.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	178	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,000		

STRATEGY STATEMENT

Priorities and aims:

- To ensure that there is accelerated progress by the end of the year to enable attainment targets for summer 2020 to be achieved and so those children who were previously on track (2019-20) to achieve ARE by the end of academic year 2020-21.
- To close the attainment gap between disadvantaged pupils and their peers

Identifying those who need catch up:

- Baseline assessments carried out at the beginning of the Autumn Term to determine which children are in greatest need of interventions
- Progress meetings to identify which children need support and which adults should support/carry out interventions
- Ongoing formative assessments and end of term assessment to determine impact and who may need further support

Core Approaches:

- 2020-21 AHTs and SENCo were going to be deployed to cover PPA and develop subjects, instead of this, the catch up premium is now to be used to partially fund a supply teacher during the Autumn and Spring Terms to cover the PPA for 5 classes. AHTs, SENCo and the supply member of staff will carry out interventions/support with those children who have fallen behind during lockdown.
- Quality teaching in small groups with individualized teaching and learning should lead to rapid progress

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A.	The number of pupils eligible for PP in school is above that of other Inner-London schools and far above that of other schools nationally. <i>(47% compared to 23% nationally)</i>
B.	The baseline in Reception for Pupils thought to be eligible for PP is in line with that of their peers.
C.	Many pupils come from homes that are unable to support learning such as confident use of the English language, a strong reading culture, easy access to quality resources and favourable living environments. <i>(E.g. 60% of pupils are EAL compared to 21% nationally.)</i>
D.	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school. <i>(E.g. 53% of pupils are in IDACI band 0-10 compared to 10% nationally.)</i>
E.	The future attainment of many of the pupils eligible for the PP in school is affected by additional factors such as poor oral language skills and SEN. <i>(E.g. 18% of pupils have the lowest proficiency in English compared to the LA's 8%.)</i>
F.	Ensuring teaching consistency ensures accelerated progress for pupil premium pupils.

ADDITIONAL BARRIERS

External barriers:

A.	Unemployment is high in the area.
B.	Many working parents are working long hours, in multiple jobs for little pay.
C.	The lack of affordable housing means many low income households are paying unaffordable rent for substandard housing.
D.	The cost of housing in the borough combined with the lack of available social housing and changes to the benefit system is causing high mobility in the area.
E.	The area is one of the most unequal places to live in the country experiencing the third highest pay ratio between the highest and the lowest earners and the third highest proportion of out of work residents.

F.	Over a quarter of 11 year olds in Westminster are obese and the number of adults living with limiting illness and disability in the local area is high.
G.	Our disadvantaged pupils were disproportionality impacted by COVID 19 i.e. lack of devices to access to remote learning, vulnerable family members, language barriers during home learning, housing overcrowding

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?
Quality first teaching	Children make rapid progress from their September starting points	Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to: • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools	Learning walks, lesson observations, book looks, planning monitoring included in the SLT monitoring cycle. Book and – planning monitoring by subject leads. Peer support – including senior teacher mentoring new teachers, peer observations, planning support	Headteacher	During progress meetings at the start of each term
CPD curriculum needs identified and training timetabled through out the year (e.g. early reading, maths beat, purple mash, literacy – writing and reading, AfL)	High quality teaching across the curriculum in all subjects ensuring rapid progress	EEF guidance – see above – High impact for low cost https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	SLT and subject leader monitoring. Progress meetings	Headteacher	Termly

Quality Feedback	Misconceptions are addressed, teaching points are acted up on by pupils. Books show that verbal and written feedback is ensuring rapid progress.	EEF = proved to have high impact	SLT and subject leader monitoring	Assistant Heads	Ongoing via monitoring
Broad and engaging creative curriculum including collaborative learning	Key skills are integrated across the curriculum	Broad and engaging creative curriculum ensures more inspiration for Collaborative learning proved to have high impact.	Monitoring by subject leads	SLT	Termly
Maths scheme purchased to support teachers in delivering high quality teaching and learning, to support assessment in identifying the gaps and to support maths mastery (£365 a yr)	Teacher knowledge and pedagogy is strengthened. All children access maths mastery. Gaps are identified and children make rapid progress	Scheme recommended by maths consultant from LA, following research projects demonstrated to have rapid and positive impact on children mathematical understanding and knowledge	Monitoring by maths lead	SLT	Termly
Phonics books purchased to support teaching of Early reading – scheme to match the teaching of letters and sounds. (£4850) Phonics ISNET for whole staff (£1000)	Children make good progress in phonics and percentage of children passing phonics test at the end of the year is at least in line, if not above the national average.	Support received from phonics consultant via the LDBS, Letters and Sound scheme recommended by consultant.	Phonics& reading observations incorporated into PM lesson observations – carried out be HT. Peer monitoring by phonics and literacy leads.	Phonics lead	Termly
Baseline assessments, formative assessment and gap analyses	Teachers to determine gaps in learning from previous year and to plan this into autumn teaching	Standard good practice. EEF	Assessment lead	SLT	Termly
Total budgeted cost:					£6200

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?
Small group targeted support delivered by teachers, for those pupils that are significantly behind their peers. Pupils identified during pupil progress meetings,	The gap is diminished between those children who are significantly behind their peers and the rest of their cohort	EEF	Termly monitoring by SLT	SLT	Termly in progress meetings
Targeted structured interventions (e.g. talk boost) delivered by trained staff to those identified with specific need	Children make good progress from their starting points	Advice from SEN and other professionals. Proven to have a positive impact in school previously.	Monitor termly by SENCo and assessment lead	AHT and SENDCo	Termly in progress meetings
Total budgeted cost:					Already part of the staffing budget
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?

Focus on wellbeing and mental health – partnership with MIND (free) and Anna Freud Family therapy support (£2800)	Staff feel enabled to support childrens mental health more, and also feel that their wellbeing is supported. Children and families with anxieties have access to support	Advice sought from consultants, recognized good practice.	Mental Health Lead and SENDCo	SLT	Termly
School staff used to cover classes rather than different daily supplies	Continuity in learning and quality teaching. Adheres to covid risk assessment.	Good practice	Head	Head	ongoing
Long term 5 day supply engaged for Autumn and Spring term (2 days a week to be covered by the catch up grant until May half term, 3 days a week to be covered by current school budget until Easter)	Continuity of supply teacher means that they know the children and are familiar with high standards of teaching, learning and behavior expectations. Limits the risk of covid exposure if the same member of staff is employed. Ensures that key permanent members of staff are released for targeted small group support.	Good practice	SLT	Head	Termly
Total budgeted cost (from Covid grant):					£14,000

ADDITIONAL INFORMATION

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Additional information used to support the sections above.

- Internal assessment data from Target Tacker
- Evidence from the EEF [families of schools database](#)
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts consultants
- Results from Termly Progress Meetings