



COVID Catch-up Premium Report

COVID catch-up premium spending: summary

Total number of pupils:	404
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,320

STRATEGY STATEMENT

#TransformingLives

STRATEGY STATEMENT

- Our catch up priorities are:

- To improve the attainment in KS1 phonics and early reading from their in year starting points
- To fill gaps in learning for all pupils through thorough and rigorous assessment and intervention
- To improve rapid recall for identified pupils
- To fill phonic and spelling gaps for identified pupils
- To increase the reading attainment of identified KS1 and KS2 pupils
- To improve the online provision for blended learning so that better access improves take up and prevents further gaps in learning
- To support and maintain the positive mental health of all children

Our main approaches are:

- To access the FFT tutor strategy to employ a teacher specifically to do reading interventions. This programme will target 40 children over 6 weeks supporting all areas of reading and allowing them to make up to 3 months progress in 6 weeks thus closing the gap.
- We will buy and maintain a subscription for Nessy. This programme will become integrated into our school day so that when blended learning is activated, the children will understand how to access and use the programme to their advantage. This programme is reactive to the child's ability. This means that a child can access them independently of the adult and the programme will adjust. In addition, class teachers can set either whole class, individual or group activities to target specific gaps in learning.
- We will also need to buy additional quality IT hardware and accessories to support the use of this and other programmes in the academy
- We are supporting mental health to give our children the tools to maintain positive mental health. This in turn allows them a greater capacity to learn.

- The overall aims of the catch-up premium strategy are:

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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of phonetical awareness and additional misconceptions in KS1
B	Poor recall of number bonds and times tables which limits progress in maths
C	Comprehension skills which are not in line with fluency levels in KS2 reading

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Low attendance for a minority of pupils
E	Low adult literacy skills/EAL creating a limited home learning environment
F	Poor access to IT for low income families not in receipt of FSM

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?
Support QFT with the platforms which make the transition between school and home learning fluid so that home learning is easy for the children to access and purposeful in its provision	Children continue to make progress at an expected rate whether at home or school Children close gaps in learning caused by first national lockdown	Due to the current situation with closure of bubbles it is imperative that children are able to access QFT through online platforms and that pupil engagement is monitored. Pupil Progress meetings showed that children who were able to access home learning were able to deal with the disruption of Partial Closure better. https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT Monitor the progress of the children through the digital platforms and review how the platforms are used.	HM/SLT	We will review this once all the measures are in place following the closure of a localized bubble. We will review the progress of all classes and compare those with closures and those without.

<p>Use a summative assessment tool -Rising Stars Mark and shine intervention - to identify gaps in learning and to put in bespoke intervention to support rapid catch up</p>	<p>Gaps in learning are quickly identified and teaching supports the learning needed to fill the gaps.</p>	<p>EYFS - Using data from February 2020 as a starting point, diagnostic, formative assessments were undertaken throughout general provision in order to identify aspects of GLD criteria needing to be prioritised. Diagnostic assessments were used to inform planning and additional support.</p> <p>Year 1 to Year 6 Using teacher/TA copies of individual Summer 2019-20 assessment materials as working documents, diagnostic formative assessments were undertaken throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.</p> <p>Autumn 2 assessments are used to identify any gaps in learning and pupils who need specific interventions using the Shine materials.</p> <p>Pupil Progress meetings identified common threads of literacy and maths basics such as spellings, punctuation, sentence structure and mental arithmetic. Many children who did not access home learning during Partail closure also may not have spoken English at all during that time as parents speak no or very little English.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Review of the assessment details once the testing is complete.</p> <p>Pupil progress meetings to support the use of the tool for identifying pupils.</p> <p>Monitoring of interventions impact through termly data checks</p>	<p>HM/EB/L M</p>	<p>Termly</p>
Total budgeted cost:				£2218	
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?
Targeted reading intervention form the FFT I online with the national tutoring programme. 40 to benefit from small group and one to one tutoring for a 6 week block.	Children will have made 3 months progress in 6 weeks in line with their starting points. Allowing them to catch up with lost learning.	<p>Autumn 2 assessments and diagnostic formative assessments were used to identify children that needed specific reading interventions in order to make accelerated progress. Most children identified did not have support with their home learning during partial Closure.</p> <p>https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>Measure the impact of data from start and end points</p> <p>Review the process with the FFT tutor and monitor provision</p>	FH	At the end of the 6 week block
Total budgeted cost:					£2200
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>Support blended learning approaches with adequate hardware in school and access out of school.</p>	<p>Children continue to make progress at an expected rate whether at home or school</p>	<p>Due to the current situation with closure of bubbles it is imperative that children are able to access QFT through online platforms and that pupil engagement is monitored.</p> <p>Dongles will enable pupils who do not have adequate wifi at home to access online platforms.</p> <p>Online platforms purchased will enable pupils to access provision in and out of school in order to ensure that pupils that are self- isolating can have continued access to online platform.</p> <p>Intervention groups taking place to support identified pupils will need additional hardware to ensure access.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf</p>	<p>All pupils will have access to the online learning and will know how to use it.</p> <p>Online platform data shows an improvement in engagement and shows impact through attainment and progression data</p>	<p>HM/SA</p>	<p>February 2021</p>
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<p>Train mental health champions</p>	<p>Children are supported to maintain positive mental health</p> <p>Good mental health supports the metacognition pupils make rapid progress</p>	<p>As a result of Covid 19 some children will display the following signs of trauma and stress. (COVID-19 Trauma Informed Guidance for Schools May 2020 Lancashire Violence reduction Network)</p> <p>Inconsistent / changes in academic performance</p> <ul style="list-style-type: none"> • Higher rate of school absences/ More suspensions or exclusions • Difficulties with concentration, memory and cognition • Reduced ability to focus, organise and process information • Lower reading ability and/or language skills • Difficulties with effective problem solving, organisational skills and/or planning ability <p>Increased activity levels</p> <ul style="list-style-type: none"> • Lack of attention / concentration • Social withdrawal • Angry outbursts / aggression/Irritability with others and/or events • Increase in unpredictable, impulsive and/or risk-taking behaviours • Over- or under-reacting to sudden movements or sounds (e.g. physical contact, bells, sirens and slamming doors) • Difficulties interpreting and responding appropriately to social cues • Difficulties interacting and responding to authority and/or criticism This may result in: <p>Increased physical health complaints (e.g. headaches, stomach aches and overreaction to injuries)</p> <ul style="list-style-type: none"> • Loss or increase in appetite • Poor emotional control / increased distress (e.g. irritable, angry, anxious, moody and whiny) • Overwhelming feelings such as: intrusive thoughts, feelings of revenge, fear and worry about their own safety and the safety of others (e.g. clinginess to parents in younger children) and fear of the recurrence of traumatic events (e.g. illness and violence) • Intense reactions to reminders of trauma (e.g. thinking other people are judging them or intruding their personal space, contributing to responses such as, “<i>what do you think you’re doing?</i>” or “<i>what are you looking at?</i>”; becoming frustrated or angry when corrected or told what to do by an authority figure; fighting when criticised, teased or feeling threatened by others) • Finding change difficult / resisting change • Regression in developmental stages or lack of developmental progress in comparison to peers • New fears (e.g. dark, monsters and animals) • Issues with trust and perceptions of others • Repetitive thoughts, comments and questions about death or dying (e.g. heightened fear of becoming unwell, suicidal ideation, repeated writing and drawing about illness or death, frequent internet searching about illness and death) • Hyperarousal (e.g. sleep disturbances and easily startled - i.e. if someone sneezes or an object falls) • Emotional numbing (i.e. appearing to have reduced feelings) • Re-experiencing trauma (e.g. nightmares and flashbacks; appearing tired in school, vacant, ‘frozen’, scared or nervous) <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>Pupil progress meetings</p> <p>Review of mental health interventions</p>	<p>HM/TK</p>	<p>January 2021</p>
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Sanitation, PPE and full time cleaning in the academy to ensure that all touchpoints and classrooms and continuously cleaned throughout the day

Less sickness, improved attendance, rapid catch up for pupils

Since the academy reopened fully in September, we have had an onsite cleaner through out the day and a full clean of the academy in the evening. We have increased hand- washing and sanitization and contact between groups of children. Attendance analysis of illness (including positive cases of corona virus but not self - isolation periods) showed that compared to National we are above for average pupil attendance.

Period of attendance Autumn 2020	Average attendance
National	90%
Caldmore Primary	94.2%

One aspect that must affect this is the standards of hygiene, hand washing, sanitising stations, PPE and the onsite cleaners which have all contributed to this and the rise in pupil and staff attendance.

Cleanin g hours per annum 2019				Weekl y Hours	Covid suppor t per week (ave)	Total Hours/wee k	Week s per year	Annualise d hours
CPA	1	Cleane r	Permanen t	10.5	0	10.5	43.936	461.328
CPA	1	Cleane r	Permanen t	10.5	0	10.5	44.684	469.182
CPA	1	Cleane r	Permanen t	11	0	11	44.684	491.524
CPA	1	Cleane r	Permanen t	11	0	11	43.936	483.296
CPA	1	Cleane r	Permanen t	19.5	0	19.5	44.684	871.338
Total								2776.668

Cleanin g hours per annum 2020				Weekl y Hours	Covid suppor t per week (ave)	Total Hours/wee k	Week s per year	Annualise d hours
CPA	1	Cleane r	Permanen t	10.5		10.5	43.936	461.328
CPA	1	Cleane r	Permanen t	10.5	13	23.5	44.684	1050.074

Continued attendance analysis. Clear communication between all stakeholders. Monitor the standards of organisation of classrooms to allow for efficient cleaning.

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attendance analysis each half term

		<table border="1"> <tr> <td>Teaching staff:</td> <td>FTE</td> </tr> <tr> <td>Period of attendance</td> <td></td> </tr> <tr> <td>Autumn Term 2019</td> <td>3.28</td> </tr> <tr> <td>Autumn Term 2020</td> <td>3.02</td> </tr> </table>	Teaching staff:	FTE	Period of attendance		Autumn Term 2019	3.28	Autumn Term 2020	3.02			
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Period of attendance													
Autumn Term 2019	15.60												
Autumn Term 2020	13.43												
					Total budgeted cost:	£24,700							

ADDITIONAL INFORMATION

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- We use FFT (Fischer Family Trust) as our internal recording and reporting software. As a provider of educational expertise in data and interventions, we are also accessing the FFT tutor programme as our national tutor programme.
- We have sourced much of our research from the (EEF Education Endowment Foundation). This is a highly recognised, unbiased provider of research-based solutions and recommendations. Our strategy has been formulated using their recommended tiered approach. We have reflected on the research and reviewed the provision and need within the academy.
- Please see a link to our recent Ofsted report : <https://www.caldmore.attrust.org.uk/our-academy/ofsted>
- Attendance data is monitored carefully for persistent absenteeism. There can be several reasons for this, but they include poor mental health. Our strategy intends to support mental health of families and in particular the children. We also work closely with the parents through our Pupil Welfare Manager and Safeguarding Manager to support them getting their child to the academy.
- Pupil Progress meetings highlighted that spelling was a common area where teachers felt that there had been a dip in standards and therefore the purchase of Nessy will improve standards in spelling.
- Pupil Voice showed that those who were not accessing digital platforms already in place did not know how to do this from home therefore new resources brought in along with QFT will alleviate this as teachers will spend time ensuring children can access them through frequent modelling in class.