

COVID-19 Catch-up Premium Report

Chulmleigh Primary School



COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	131	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10,773		

STRATEGY STATEMENT

Chulmleigh Primary School has examined a variety of information sources in order to formulate a plan for spending Covid-19 catch-up premium, in ways that we feel will have the biggest impact on closing the gaps seen as a result of the pandemic.

We have looked through the DfE guide for schools, taken advice from the EEF document, examined our Spring Term data outcomes captured prior to closure and taken an Autumn Term baseline using NTSA standardised testing, as well as a variety of other teacher-led assessment tools in September 2020.

These factors combined have formed the rationale for our spending decision, which aims to:

- Reduce the attainment gap between disadvantaged pupils and their peers
- 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 Literacy
B	Low levels of Maths
C	Low levels of speech, language and communication in Early Years

ADDITIONAL BARRIERS

External barriers:

D	Poor access to home learning, internet, suitable devices and reading at home
E	Low attendance due to isolation or other
F	Emotional wellbeing

Planned expenditure for current academic year

Quality of teaching for all

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Supporting great teaching	<ul style="list-style-type: none"> • All pupils to receive quality teaching • Teachers supported to deliver the best possible education to pupils, including disadvantaged pupils. 	<ul style="list-style-type: none"> • DfE's catch-up premium guidance for schools • EEF's COVID-19 support guide for schools • Analysis of Spring Term data 2020 (outcomes captured prior to closure) • Taken Autumn Term baseline using NTSA standardised testing • Carried out teacher-led assessment September 2020. • Year followed with reduced capacity due to Covid 19. • Autumn assessment data to be used to baseline and benchmark pupils. 	<ul style="list-style-type: none"> • All staff engaged with CPD to engage pupils with Mastery Maths. • Decision Spelling used in class to narrow gaps in spelling. • Floppy's Phonics programme training for all staff 	L Newman All staff	March 2021

Transition Support	<ul style="list-style-type: none"> • All children to transition back to full time education and access enriching curriculum. • All children to adhere to Risk Assessment measures. 	<ul style="list-style-type: none"> • A large proportion of pupils have been 'home educated' for a considerable time. • A large percentage of pupils have been disadvantaged due to the ability to access home learning as a result of poor internet connection/lack of suitable devices. • Some pupils are transitioning to school for first time, new setting or new classroom after extended time away from school. 	<ul style="list-style-type: none"> • Staff maintain contact with vulnerable pupils during transitions into next class/key stage. • Strong and regular communication between Year 6 Academy teachers and Year 7 CCC teachers. • Communicate risk assessment to all families and familiarize parents with procedures via email/ images. • Investment in MYED application in order to improve communication. • All 'bubbles' issued with soap dispensers and adequate resources to ensure safe classroom. • Reception families provided with full transition packs and opportunity for additional transition support. 	L Newman All Staff N Payne	March 2021
Total budgeted cost:					£500

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?
<p>Intervention Programmes</p> <p>National Tutoring Programme</p> <p>Additional support in class with differentiated activities for SEND pupils at school/home</p>	<ul style="list-style-type: none"> • 71% EYFS meeting GLD by the end of the academic year. • 75% Year 2-passing Year 1 phonics screening – Autumn 2020 • 90% Year 1 passing Phonics Screening Test – Summer 2021 • Identified KS2 pupils to make accelerated progress in Maths and English 	<ul style="list-style-type: none"> • Speech and language and phonics assessment on return of pupils, identifying those who are disadvantaged due to falling behind furthest. • Long term negative impact of Covid 19 on future academic achievement of pupils. • Most gaps were evident in these year groups. • Data analysis of teacher assessment and tests. 	<ul style="list-style-type: none"> • Phonics, and communication and language intervention programme (NELI) planned EYFS. • Intervention in place to address gaps in phonic knowledge (EYFS/ Year 1/ Year 2) with disadvantaged pupils. • Qualified teacher to deliver planned phonics intervention. • SMART targets of identified children regularly assessed. • NTP – TLC (government approved provider) to deliver 15 hours catch up. 	<p>L Newman</p> <p>R Cummins</p> <p>All Staff</p>	<p>March 2021</p>

<p>One to one and small group intervention/ tuition.</p>	<ul style="list-style-type: none"> • 70% to meet ARE in Reading and Maths in Year 3, 4 and 5. • Accelerated progress in identified pupils who have fallen behind significantly. 	<ul style="list-style-type: none"> • Long term negative impact of Covid 19 on future academic achievement of pupils. • Gaps in understanding noted in baseline assessments – more evident in KS2. • Most vulnerable identified children in school (unable to learn at home due to circumstance or technology). 	<ul style="list-style-type: none"> • Qualified teacher with Key Stage 2 knowledge to plan and deliver intervention. • Prior and post intervention assessment used to monitor progress. • Effective intervention planned, following NTS Baseline assessments used to provide well targeted support by qualified teacher in reading and number. • Pupils' progress monitored rigorously through regular three-way communication between class teacher/ head of school and pupils. 	<p>L Newman Class teachers</p>	<p>March 2021</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£8000</p>

Other approaches

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Supporting parents and carers	Good level of attendance for pupils in order to maximise opportunities to improve progress and attainment	<ul style="list-style-type: none"> • Parents play key role in supporting pupils to learn at home. Essential home-school links remain strong. • Pastoral support to pupils and families throughout pandemic- new focus in Sept 2020 to monitor attendance and engagement with learning. Increase risk of reduced attendance following the lockdown. 	<ul style="list-style-type: none"> • Strong home-school relationships on return to full opening. • Supportive communication with parents through MYED application. • Provision of additional reading books. • Regular phone calls home. • Staff emails/meetings with parents. 	EWO L Newman All Staff	March 2021
Access to technology	No child disadvantaged as a result of poor internet/ access to online platforms or unsuitable devices.	<ul style="list-style-type: none"> • Percentage of pupils accessing platforms through unsuitable devices or in area with poor internet connection. • Percentage of families disadvantaged as a result of unsuitable home learning devices. 	<ul style="list-style-type: none"> • Access to wider range of online platforms (Mathletics/ Purple Mash/ Accelerated Reader/ Nessy/ Times Tables Rockstars/ Seesaw) with families to support homework and half term learning. • Questionnaire sent to parents to review internet/ device access. 	L Newman L Mackie T Pullen IT Technicians	December 2020

Online platform widened and all pupils trained on how to access email/platforms.	Best possible remote education offer for all pupils.	<ul style="list-style-type: none"> • Poor engagement from some families during March lockdown due to motivation and stamina. • Risk of further lockdown or isolation. 	<ul style="list-style-type: none"> • Admin and IT department to ensure all Catmail email in situ. • Children taught how to access, send and receive email. • TEAMS training for staff. • Teams training for pupils. • Communication about access to TEAMS given to parents. 	Admin IT Technicians L Newman	December 2020
Total budgeted cost:					£2000

Additional Information

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

NTSAssessment / Accelerated Reader/ Previous SATs practice / Phonics assessments used to baseline and inform catch up need. Parent survey of home learning provision.

Evidence from the EEF [families of schools database](#)

Results of staff and pupil consultation

Analysis of attendance records