

Oak Cottage Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	240	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,800 (at/by Jul 2021)		

STRATEGY STATEMENT

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The overall aim will be to reduce the attainment gap between your disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gap created by COVID-19-related school closures.

The core approaches we will implement will be to fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

This will involve reworking our curriculum for all children so that they continue to learn through well sequenced, purposeful learning schemes. For example, our curriculum is being adapted to focus on missed objectives and consolidate the basics.

There will be a focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. There will also be a particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. For this we will use the Jigsaw Recovery materials to supplement our regular PSHE curriculum.

We seek to ensure attainment outcomes at end of 2021-22 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of each year.

By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Promote skills in early reading, including filling gaps in phonic knowledge, for children who are off-track or under performing
B	Secure early number skills and other mathematics skills that are important prior knowledge to support progression
C	Ensure curriculum coverage is planned to be sequenced and therefore take account of the periods of disrupted learning during school closures and remote learning.

D	Securing best attendance will promote best progress.
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ADDITIONAL BARRIERS

External barriers:

D	Emerging SEMH needs that have come to light in view of the recent disruption
E	Addressing any reluctance to attend following disruption.

Expenditure

Quality of teaching for all (Sept 20 onward) £16,800					
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?
Examine curriculum for key learning that may be insecure. Conduct assessment and amend curriculum planning to take account of this.	Children continue to progress through the curriculum in a sequential that supports learning	Children will have had some disruption to ordinary learning and teaching during the periods of school closure.	Assessment of children will indicate continued progress across each year	RM	Termly 2021-22
Impact: All teachers were fully informed and prioritised key learning in reading, writing and mathematics content so that learning remained largely sequential were possible. Low stakes assessment was used to establish any gaps in learning. Termly pupil progress meetings aligned intervention provision with finding from assessment.					

Create 'Focused learning plans' to highlight the specific needs of children or groups of children that might have been on track to achieve greater depth in RWM. Ensure classroom teaching and intervention addresses these needs and supports best differentiation.	A high proportion of our children continue to achieve the greater depth standard in RWM.	Pursuit of the greater depth standard may have been inhibited by disrupted learning.	Assessment of children	RM	Termly 2021-22
Impact: Teachers remained aware of those children at risk of not achieving the higher standard who we might, under ordinary conditions, have expected to do so in reading, writing and mathematics. Staff meeting time was dedicated to strategies for differentiation to support in meeting the needs in classroom of children at risk of not achieving the expected standard and those at risk of not achieving the higher standard.					
Addressing any reluctance to attend following disruption.	Some children may be reluctant to attend school or experience heightened anxiety in doing so	Fully support children's SEMH and well-being.	Attendance will remain at high levels (>96% across the school)	RM	Termly 2021-22
Impact: Attendance was monitored termly and interventions discussed with CSAWS where necessary. School attendance for 2021-2022 academic year was 95.15%. There was a prevalence of illness (Covid-19), particularly in the Spring term of 2022.					
Total budgeted cost:					0
Targeted support AY 20-21 (Sep 2020 on) = £ 16,800					
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?
Provision for teacher led focused intervention across year	Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March.	Targeted teacher led intervention delivered to support first wave quality teaching	Monitoring of attainment data.	RM	July 2022 £2702.50

Impact: Teachers familiar to the children worked with small groups of children, including disadvantaged children, in reading, writing and mathematics interventions. Attainment for these groups began to return towards the position as of March 20 although some children required further intervention as they were already vulnerable to not meeting the expected standard at March 20. This intervention was disrupted by the January 2021 lockdown and restriction on attendance.					
Provision for extra stable teaching assistant support	Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March.	Increased capacity during quality first teaching to support best differentiation	Monitoring of attainment data.	RM	July 2022 £5645
Impact: Stable but temporary staffing of the Teaching Assistant position in Key Stage 2 enabled a greater range of interventions and classroom support to be put in place. This was focused in Year 5 and Year 6 although had the wider impact that a greater level of support was available for Year 3 and Year 4.					
Provision for individual 1:1 catch-up activities and interventions	Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March.	Individual barriers to learning can be addressed sequentially.	Monitoring of attainment data.	RM	July 2022 £2089.50
Impact: Individual interventions on focused learning areas took place regularly for a small number of children, including some disadvantaged children and those felt to be otherwise vulnerable. These sessions focused on key basic learning and skills in reading writing and mathematics. This intervention was disrupted by the January 2021 lockdown and restriction on attendance.					
Total budgeted cost					£10,437.00
	Targeted support AY 21-22 (Sep 21 on) c/f £6,358				
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?
Provision for Year 6 teacher led booster lessons in RWM (Jan-May)	Attainment outcomes at end of 2021-22 for all year groups will be in line or close to previous years.	Targeted teacher led intervention delivered to support first wave quality teaching	Monitoring of attainment and outcome data.	RM	July 2022 £2345

Impact: All children in Year 6, including disadvantaged children, benefitted from smaller group sizes and more precise differentiation. Year 6 attainment data for 2021-2022 showed that outcomes were indeed in line with previous years with the exception of writing indicating a high degree of positive impact.					
Provision for stable teaching assistant support	Attainment outcomes at end of 2021-22 for all year groups will be in line or close to previous years.	Increased capacity during quality first teaching to support best differentiation	Monitoring of attainment data.	RM	July 2022 £188.50
Impact: Attainment data for 2021-2022 showed that outcomes were indeed in line with previous years, particularly in Year 5 and Year 6, with the exception of writing in Year 6, indicating a high degree of positive impact of this provision being in place.					
Provision for individual 1:1 catch-up activities	Individual barriers to learning are addressed	Individual barriers to learning can be addressed sequentially.	Monitoring of attainment data.	RM	July 2022 £2346
Impact: Individual interventions on focused learning areas took place regularly for a small number of children, including some disadvantaged children and those felt to be otherwise vulnerable. These sessions focused on key basic learning and skills in reading writing and mathematics. For some children assessments suggested this intervention was of only limited impact so SEN assessment pathways were adopted. For other children, assessments indicated that key barriers to learning were addressed and improved upon.					
Total budgeted cost:					£4,879.50
	Targeted support AY 22-23 (Sep 22 on) c/f £2,263				
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?
Provision for individual 1:1 catch-up activities	Individual barriers to learning are addressed	Individual barriers to learning can be addressed sequentially.	Monitoring of attainment data.		Approx. £2000
Impact:					

Provision of 2hrs/week Child and family support worker time	The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.	Engagement of parents and focused support for individual children addresses well-being, promotes attendance and creates best conditions for learning.	Monitoring of attendance data.		approx. £500
Impact:					
NTP led small group tuition	Individual barriers to learning are addressed	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	Monitoring of attainment data.		approx. £500
Impact:					
	Total budgeted cost:				approx.£3,000