

COVID catch-up premium report – Britannia PS

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	626	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£49,600		

STRATEGY STATEMENT

STRATEGY STATEMENT

Where we got our ideas from: The main evidence for our overall strategy has come from two sources – data and staff input. Data-wise, we have used results from baseline assessments and compared these to teacher assessments at the end of last year, or at least at March 2020. We have looked at which children are falling behind when comparing these two figures and we have also looked at which children are not on track to make progress from their prior attainment group. After putting this data on a spreadsheet, we have asked for staff input as they are the ones working with the children on a day-to-day basis. We also explained to staff about the catch-up premium through focused INSET time and asked for their opinions on where the money needed to be spent.

Catch-up priorities: We have taken a multi-faceted approach to using the catch-up funding but always with the children at the forefront of our minds. We have tried to use a mixture of different types of resources, used in different areas of the school, with a mixture of things that will hopefully have an immediate impact and a long-lasting legacy.

Core approaches: Working closely with the children – small intervention groups, online intervention programmes, subject-specific programmes and also well-being interventions.

Overall aims: To ensure that children are happy within school, that any gaps caused by covid are closed and that children are on track to continue their progress from their prior attainment groups.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Results from data analysis show that covid has particularly impacted on the younger readers in school. This is less apparent higher up the school in UKS2 for example. Phonics results, shown through phonics testing and RWI, and general skills are lacking in KS1. These keys skills are fundamental for future development throughout the school and need to be addressed early.
B	From data analysis, there are various cohorts of children at different starting points, who are behind where we would expect them to be. Quite a large proportion of these children are SEN or disadvantaged or both. These lower than expected levels have been identified in all core subjects.
C	Lack of resources, which include staff and IT resourcing, which will be particularly useful when delivering interventions.

ADDITIONAL BARRIERS

External barriers:

D	School attendance remains relatively high, but there are still persistent offenders who are missing school due to a variety of reasons.
E	A very small minority of children are still struggling to settle back in at school after a long time away due to covid.
F	

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?
Continued CPD for staff on all core subjects and the curriculum.	All staff are aware of new processes and changes to core subject delivery and curriculum implementation.	It is always important that staff are aware of changes based on lesson visits and DEF guidance and updates. Up-to-date CPD is an integral part of this.	Due to covid restrictions, normal directed time and training cannot be facilitated as normal. Much of the training will be in the form of videos (made by staff) and staff will have to fill in a questionnaire to give them an opportunity to ask any questions.	SLT – KH, GW & HJ.	Regular reviews through questionnaires. Half termly reviews of directed time by SLT and leadership teams.
Using data from baseline tests to track which children are not on track to make progress from prior attainment groups and last year's teacher assessment. These were also used to identify gaps in learning. So we know the 'who' (the children) and the 'what' (the things they need to work on.	Children close the gap in core subject areas compared to last year's teacher assessment and prior attainment groups.	It is important that data is used to effectively impact on children's learning. Data and testing were adapted this year to take account of covid. Data was used to look at the gap between prior attainment groups and current data. Tests were also analysed to look at learning gaps.	Looking at future data drops, filtering out intervention groups and looking at impact.	GW	After future data drops.
				Total budgeted cost:	£0

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?
KS1 reading intervention	Gaps to be closed in early reading for KS1 children.	Early reading is a fundamental skill in any primary school and the knock-on effect of this not happening impacts on all subjects (not just reading) and the development of each child is huge.	Rigorous and systematic quality assurance. Progress check looking a data.	SC	Data drops: (half termly and termly). Whole school RWI data Phonics
Intervention and well-being specialist. Interventions in the core subjects – reading, writing and maths.	Children to make up 'progress gaps' identified from data sets.	Children's well-being and self-esteem are huge. If this isn't right, other things will not fall into place. Short, sharp, focused interventions help plug gaps in learning.	Rigorous and systematic quality assurance. Progress check looking a data.	KH, GW, HJ.	Whole school data drops (half termly and termly). Tracking interventions.
NTP (national tutoring programme)	Children who have been impacted by being away from school due to covid to be more confident in core subject skills and attainment and progress gaps closed.	One-to-one tutoring or tutoring in small groups has always been known to be effective.	Rigorous and systematic quality assurance. Progress check looking a data. Lots of monitoring and data checks. Feedback from children.	GW	Whole school data drops (half termly and termly). Tracking interventions. Pupil perceptions.

Maths (also SPAG, science and reading) computer-based programme.	Maths attainment and progress gaps to be narrowed due to online learning.	Online games and learning make learning more interesting and children enjoy this style.	Pupil perceptions. Monitoring of usage.	JB	Whole school data drops. Pupil perceptions.
Total budgeted cost:					£43,200.
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?
EYFS books specifically matched to RWI.	Better resourcing and stronger teaching.	Having good resources for early reading is extremely important.	Are these resources used regularly to support learning in lessons?	AJ	NA
Extra chromebooks	Better resources for intervention groups and small group tutoring.	The chromebooks that we currently have are a little old and some are in need of replacing. The children use these frequently to help with learning and are a really useful tool for this.	Are they regularly used to support learning in lessons/interventions/tutoring programmes.	JB	NA
Total budgeted cost:					£6,400

ADDITIONAL INFORMATION