



Carlton & Faceby CE Primary School

Carlton & Faceby CE School - COVID catch-up premium report

COVID catch-up premium spending: summary

FUNDING STATEMENT

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year’s census meaning we are predicting Carlton & Faceby CE Primary School will be in receipt of £4160 (52 x £80) in total. This funding will be provided in 3 tranches: autumn, spring and summer terms. The spending of this money will be down to schools to allocate as they see best. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all children.

Context:

- All children returned following the summer holiday. Attendance to date has been 97% +
- The children have returned eager to learn and access the curriculum. Teachers have provided a structure of core maths and English alongside PSHE and Cornerstones curriculum topic sessions to support pupils return to school
- Most children had at least a full week in school before the summer holidays in order to prepare for a swifter return to learning from September
- In September, baseline assessments in reading, writing and mathematics were conducted, in order to quantify the gaps in core learning following lockdown and the summer holiday
- Catch-up premium will be targeted to provide support and intervention to directly close identified gaps.

CONTEXT SUMMARY INFORMATION

Total number of pupils: (29 boys/23 girls)	52	Percentage of children eligible for free school meals:	7.69%
Percentage of children with SEND:	23.07%	Amount of catch-up premium received per pupil:	£80.00
		Total catch-up premium budget:	£4160

STRATEGY STATEMENT

At Carlton & Faceby CE School, catch-up funding will be used to provide:

- Curriculum resources and materials that support “catch up” and closing of significant core learning gaps
- Additional teaching staff to develop the outcomes of children who have been identified as needing “catch up” in their core learning.

Our aim for the catch-up funding at Carlton & Faceby CE Primary School:

- Attainment and progress outcomes at the end of 2020-21 for all year groups will be at least in line with national expectations.

Catch-up for *all* children:

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 fact recall of the four operations and reading skills relevant to age.

Additional lesson time on core teaching.

- Reading, writing and maths teaching will require increased teaching time to cover missed learning.

Particular focus on early reading and phonics.

- Phonics in year 1 and year 2 will require increased teaching time in order to cover missed learning.

Assessment of reading, writing and maths to identify gaps

- Teachers will use assessment to plan catch-up lessons.

Some children will require additional support such as additional adult support, online learning and specific resources (dependent on need as identified through ongoing assessment).

A parental survey of home learning identified that some barriers were technological such as families not having access to appropriate devices or poor internet capacity; parental time available to support home learning especially with working families or with families with more than one child.

From March to June, children of key workers and children with SEN continued to attend school. The maximum number of children who attended each day was 9. From June and the wider reopening, most children from Reception to year 6, returned. From September 2020, attendance has been high (97+% until the end of October).

Reasons for the approaches taken: During the 2020 summer term, school leaders and teachers identified vulnerable pupils that we believed would be most affected academically during the Coronavirus lockdown. Staff considered a number of factors including prior attainment, engagement with home learning and specific learning needs. The school employed a qualified and experienced teacher so that the pupils in Class 2 and Class 3 (years 1-6) can be split for three mornings (usually when core reading, writing and maths is taught explicitly) for a full term. Evidence from the EEF supports this approach. There is substantial evidence that reducing class sizes and groups to below 20 pupils can impact on pupil progress by up to 3 months. Click on link below for further details:

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20class%20s

Teaching PE in smaller groups by rotating groups so that pupils experience PE and catch-up sessions in small groups led by their teacher, has also been planned into the budget. This has allowed staff to swiftly identify pupils that have gaps in learning. Intervention is then able to take place rapidly so that pupils ‘keep up’ as opposed to ‘catching up’. This has an impact for all classes across the school. For the pupils in upper key stage 2, to prepare them for the transition to Year 7, the school day has been extended so that pupils are able to benefit from high quality teaching and learning.

Catch-up at Carlton & Faceby CE School is *not*:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent ticking off assessment points and extra tracking

Barriers to learning

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps, literacy or wellbeing)

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Some children did not access much home learning and as a result are working below Age Related Expectations (ARE) in reading, writing and maths.
B	Children in key stage 1 have been identified as missing reading lessons at a significant stage of their development.
C	Some children are worried and do not understand the current situation. They have not socialized or have not been exposed to classrooms for an extended period.

ADDITIONAL BARRIERS	
External barriers:	
D	For some families, technology available at home was not adequate and children's ability to complete work independently (unsupervised) was not completed by some children.
E	Feedback on children's progress has been limited to families who emailed teachers.
F	Some children have not done as much exercise during lockdown, due to a number of factors.

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?

<ul style="list-style-type: none"> • Phonics to be delivered daily in EYFS, year 1 and year 2 • Daily reading lessons in all year groups • Handwriting lessons (practice) • Writing lessons linked to topics (using The Write Stuff pedagogy) • Maths lessons will focus on White Rose Recovery Plans, strengthening the four operations (number) • The PE curriculum will focus on fitness, building stamina and core strength 	<p>All children will have access to quality first teaching, securing positive and effective behaviours for learning, high expectations and consistent application of basic core learning skills.</p>	<p>Assessments in September will establish what children know and have remembered.</p> <p>We will base our approach on educational research taken from:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>And the selected education programmes such as White Rose Maths Recovery.</p>	<p>Pupil voice Scrutiny of children's work Viewing lessons Feedback from teachers</p>	<p>Headteacher and subject leaders</p>	<p>Half-termly data drops.</p>
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Purchase of additional resources to support staff to allow more effective remote learning and work in school	Children will complete the timetable of work delivered through remote learning. Work in school is supported by additional resources.	Home learning guide from EEF. Children practicing strategies and skills repeatedly, to develop independence.	Through class planning, individual pupil plans and assessments.	Senior Leadership Team (SLT) SENCo	Half-termly
Total budgeted cost:					£386.66
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?
Purchase of levelled reading books to support additional measures. Adult supported reading for children assessed as at risk or below age related expectation (ARE).	Children will read a range of books, often. Children will develop a love of reading. Children will make good progress from their starting points. Lower attaining readers will close the gap towards ARE.	Education Endowment Fund (EEF) Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	Assessments and listening to children read.	Headteacher SENCo English subject leader	Half-termly

Identification and purchase of resources, directly linked to gap analysis, to support all pupils in closing gaps.	Gaps in knowledge and skills are closed before the end of the academic year.	Audit of resources and assessment of children's current knowledge.	Pupil and teacher feedback. Viewing lessons. Assessments	Headteacher SENCo Senior Leadership Team	Weekly staff meeting feedback.
Children improve their writing skills using The Write Stuff Pedagogy. Children's spelling improves through regular practice and revisiting previously taught spelling patterns. Children write at length across the curriculum, showing enjoyment and pride in their work.	Children progress in their writing from their starting points.	EEF Teaching and Learning Toolkit.	Monitoring of writing Assessments	Headteacher and English subject leader	End of autumn, spring and summer terms
Purchase and implementation of Schofield and Simms arithmetic workbooks, White Rose Maths Recovery, Flashback Four and Third Space Learning online tutoring. Targeted support where the need has been identified.	Children make good progress in maths from their starting points.	EEF Teaching and Learning Toolkit.	Assessments Pupil voice Work scrutiny	Headteacher and maths subject leader	Termly
Total budgeted cost:					£2386.66
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?
All staff will attend DfE Well-being for education return programme for schools.	<p>All staff are able to recognize children's mental health needs and sign-post to relevant support available.</p> <p>The curriculum is adapted to meet the needs of the children.</p> <p>Children's well-being is improved e.g. children are relaxed and less anxious.</p> <p>Improved staff well-being.</p> <p>Improved parents/carers well-being.</p>	Wellbeing for Education Return has been created with input from health partners, mental health experts, local authorities, and schools and colleges.	Listening to children, families and colleagues to gain opinion.	Headteacher	Weekly, through staff meetings.
Some children have not done as much exercise as they would normally have done, during lockdown. This has been as a result of many different factors such as parents/carers patterns of work.	Children's stamina will increase and they will gain inner core strength, becoming more active to improve all round physical health and fitness.	Healthy Schools article: The importance of physical activity and aerobic fitness for cognitive control and memory in children.	Viewing lessons Pupil voice	Headteacher and PE subject leader	Half-termly

Referrals to external agencies where concerns have been identified (school nurse, Early Help, counselling through Compass Buzz). Referrals for children returning to school with additional/altered medical concerns.	All children and families are well supported with mental health and well-being.	Compass Buzz resource information and DfE well-being information.	External agency support for individual children and/or families, delivered by school staff under guidance or by external professionals remotely/in person.	DSLs SENCo	Half-termly pupil progress meetings.
Total budgeted cost:					£1386.66

GOVERNANCE – MONITORING THE EFFECTIVENESS OF THE CATCH – UP PREMIUM STRATEGY

Governors involved: Chair of Governors; Vice-Chair of Governors; Headteacher

Finance Committee meeting dates:

Autumn: 21st October and 9th December

Spring: 24th March

Summer: TBA

Autumn summary

Governors discussed the items of expenditure within Carlton’s budget for the purchase of hand sanitizer, additional paper towels and PPE. There has also been expenditure for additional teachers and learning resources e.g. Third Space Learning, additional work books and reading books.

They also discussed swimming being a legal requirement that the children swim, however, priority is keeping people safe. There will not be any swimming during the autumn term. Leaders may start looking at small groups starting again at some point (spring and summer terms). Some Local Authority pools have said that the non-swimmers could not start yet as instructors could not be in the pool with the children.

School is, however, investing more money and time in other sports activities for the children and have received really positive feedback on this from the children.

Governors also discussed how school is addressing the issues around lost learning and the cost to rectify.

Spring summary

Summer summary