

# COVID-19 catch-up premium report

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## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	420	Amount of catch-up premium received per pupil:	£79.43
Total catch-up premium budget:	£33,360		

STRATEGY STATEMENT
<p>Here at Redhill Primary Academy, we develop the whole child whilst achieving high academic standards. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.</p> <p>“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none"><li>• Stamina in writing.</li><li>• Ensuring non-negotiables in handwriting, grammar, punctuation, and spelling are enforced.</li><li>• High focus on phonics and application.</li><li>• Reading stamina and fluency.</li><li>• Reading comprehension skills.</li><li>• Early language in EYFS.</li><li>• Recall of basic maths skills.</li><li>• Catch up on content missed in maths.</li><li>• Securing age-related calculation strategies.</li><li>• Support the mental health and wellbeing of children to ensure that they are able to learn effectively.</li></ul> <p>The core approaches we are implementing are:</p> <ul style="list-style-type: none"><li>• Employment of two catch up teachers: one deployed in Year 5 and one in Year 2.</li><li>• Training and coaching for staff to support them in getting children back on track and to improve their pedagogy of learning and practice in the classroom and online.</li><li>• National Tutoring Programme for selected pupils in Year 4, 5 and 6.</li><li>• 1-1 and small group tuition in the autumn and summer term for those children who, despite quality first teaching, are still falling behind.</li></ul> <p>The overall aims of our catch-up premium strategy are:</p> <ul style="list-style-type: none"><li>• To reduce the attainment gap between our disadvantaged pupils and their peers.</li><li>• To raise the attainment of all pupils to close the gap created by COVID-19 school closures.</li></ul>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Loss of learning due to school closure.
B	Pupil attitudes to learning and resilience, and stamina to access learning for sustained periods of time.
C	Children not being able to make links to previous learning.
D	Changes in behaviour that could be caused by anxiety, changes to self-esteem and self-confidence.

ADDITIONAL BARRIERS	
External barriers:	
D	Children self-isolating due to testing positive for Covid-19 or due to being in contact with a positive case.
E	Partial or full closure of school.

# 1 Teaching

Implement a 12-week curriculum cycle to place retrieval practice, formative assessment and rich summative assessment at the top of the agenda.

Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

Maintain our existing CPD focus on developing metacognition and the quality of teacher modelling and explanation.

Quality First Teaching supported by evidence-informed CPD for teachers and support staff.

A broad and engaging curriculum that focuses on vocabulary acquisition.

Whole-class reading approach in KS2 underpinned by clearly defined formative assessment practices and use of VIPERS.

Focus on critical aspects we need to teach well. A package of home learning via Teams ensuring we focus on basic skills.

Microsoft Teams used as a platform for homework and live lessons. Feedback on tasks given via face-to-face learning or through the online platform.

Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.

High focus on phonics and application

Use of Back on Track assessments through AFL activities and used to support those learners who are not able to access their year curriculum.

The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.



# 2 Targeted academic support

To enable improved access to the curriculum:

- Numeracy intervention, supporting those identified children in reinforcing their understanding of basic maths skills and application of number.
- Staff within phases are trained and they are able to deliver intervention confidently
- Same-day in-class intervention, pre and post lessons to plug gaps
- Teacher led targeted group teaching for Year 2, Year 5 and Year 6 pupils, using catch up funding
- Identified children provided with after school tuition to ensure the attainment of those identified children improves and effect of lockdown is becoming negated. NTP programme for Year 5, provider?
- 1-to-1 and small group tuition to increase rates of reading fluency, to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.
- NELI, socially speaking intervention to help develop language skills.

# 3 Wider strategies

To enable access to a blended learning model:

- Provide ongoing technical support.
- Purchase of new laptops to ensure our most vulnerable pupils have priority access to IT equipment so they can access classroom teaching and online materials.
- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- Use coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.
- Delivery of food parcels or vouchers in school holidays.
- Provide parents with additional support materials to support learning at home – CGP materials.

## 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?
<p>Implement a 12-week curriculum cycle to place retrieval practice, formative assessment and rich summative assessment at the top of the agenda.</p> <p>Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Maintain our existing CPD focus on developing metacognition and the quality of teacher modelling and explanation.</p> <p>Quality First Teaching supported by evidence-informed CPD for teachers and support staff.</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition. High focus on phonics and application</p>	<p>Teachers will have a clear understanding of where children's gaps are.</p> <p>Children's prior knowledge will be activated and knowledge will be committed to the long-term memory.</p> <p>Teachers will employ metacognitive strategies within their teaching to support children in understanding how to be successful in task through teachers' clear modelling and explanation.</p> <p>All children will make progress and those that do not will be involved in intervention to swiftly catch up.</p> <p>Children will enjoy the full range of subjects taught at primary school.</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p> <p><i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Data from summative assessments end of spring term and end of summer term.</p> <p>Team leaders monitoring provision of catch up plan.</p> <p>Subject leaders monitoring through discussions with staff, book looks and pupil voice.</p> <p>Regularly review the use of Teams as a platform, ensuring parents can access this fully.</p>	<p>All</p> <p>SLT</p> <p>Subject leaders</p> <p>IT technician</p>	<p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every term</p>

<p>Use of Back on Track assessments in English and maths through AFL activities and used to support those learners who are not able to access their year curriculum.</p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Whole-class reading approach in KS2 underpinned by clearly defined formative assessment practices and use of VIPERS.</p> <p>Microsoft Teams used as a platform for homework and live lessons.</p> <p>Feedback on tasks given via face-to-face learning or through the online platform.</p>	<p>Phonics tracking and assessment demonstrates rapid progress.</p> <p>Teachers will ensure that gaps are focused on for those children who have them. Children will make rapid progress in fulfilling these gaps.</p> <p>Teachers will be mindful of learning which may not have taken place. They will prioritise the key knowledge needed for children to progress in concepts in foundation subjects.</p> <p>Reading skills will be much improved and rapid progress in reading is demonstrated on a termly basis.</p> <p>Parents, children and teachers will feel confident in the use of Microsoft Teams as a platform for learning.</p> <p>Children will continue to know what they have done well and their next steps to improve in English and maths.</p>	<p><i>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Remote learning questionnaire to check parents thoughts around use of Teams and make relevant changes as appropriate.</p>	<p>DHT</p>	<p>During periods of partial school closure.</p>
Total budgeted cost:					£6,009.04
Impact					
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>To enable improved access to the curriculum:</p> <p>Numeracy intervention, supporting those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Staff within phases are trained and they are able to deliver intervention confidently. Same-day in-class intervention, pre and post lessons to plug gaps. 1-to-1 and small group tuition to increase rates of reading fluency, to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>Teacher led targeted group teaching for Year 2, and Year 5 pupils, using catch up funding.</p> <p>Identified children provided with after school tuition to ensure the attainment of those identified children improves and effect of lockdown is becoming negated. NTP programme for Year 4, 5 and 6 through Fleet Tutors.</p> <p>NELI, contrastive pairs and socially speaking intervention to help develop language skills.</p>	<p>Children will be confident and can apply their basic maths skills in different ways.</p> <p>Children make good progress as a result of intervention they are given.</p> <p>Children in these groups will make the most progress due to their small group focus.</p> <p>Children in these groups will make the most progress in maths and English due to their small group focus.</p> <p>Children in the EYFS and Y1 will increase their acquisition of language and can apply it in various situations.</p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Data from summative assessments end of spring term and end of summer term.</p> <p>Team leaders monitoring provision of catch up plan.</p> <p>Subject leaders monitoring through discussions with staff, book looks and pupil voice.</p> <p>Team leaders to observe catch up staff delivering intervention.</p> <p>DHT to monitor the impact of NTP, relaying coverage and progress of pupils to teachers.</p> <p>SLT to complete learning walks to ensure interventions are being run and are effective.</p> <p>Progress reports from specific intervention like NTP and NELI.</p>	<p>Class teachers</p> <p>SLT</p> <p>Subject leaders</p> <p>SLT</p> <p>DHT</p> <p>SLT</p> <p>Fleet tutors Staff leading NELI intervention EP training for staff</p>	<p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every four to five weeks as only running for 15 weeks in total.</p> <p>Every term</p> <p>Ongoing - during and after intervention has been completed.</p>

Total budgeted cost: £51,289

Impact

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>To enable access to a blended learning model:</p> <p>Provide ongoing technical support.</p> <p>Purchase of new laptops to ensure our most vulnerable pupils have priority access to IT equipment so they can access classroom teaching and online materials.</p> <p>Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.</p> <p>Use coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.</p> <p>Delivery of food parcels or vouchers in school holidays.</p>	<p>Teachers will be able to teach remotely as and when needed.</p> <p>Children will have access to technology during partial closure and when children are self-isolating.</p> <p>Children will feel part of the community and supported during partial closure and self-isolating.</p> <p>Teachers know the best way of supporting pupils. Children make good progress.</p> <p>Children who are FSM are provided with a healthy meal during the summer holidays.</p>	<p><i>Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.</i></p> <p><i>Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school. Additionally, 'Burst bubbles' and intermittent attendance is likely to be harder for schools to manage. While there isn't much high quality evidence to support specific strategies, it is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Regularly review the use of Teams as a platform, ensuring parents can access this fully.</p> <p>Complete parent surveys which determine children's access to IT equipment.</p> <p>Complete a register of pupils in school and at home learning. Conduct daily telephone calls if children are not engaging with home learning.</p> <p>Team leaders and/or subject leaders are regularly checking in with staff to offer support.</p> <p>Regularly checking up to date government guidance and local authority guidance.</p>	<p>IT technician</p> <p>Senior Administrator IT technician</p> <p>Office staff SENDco SLT Class teachers Teaching Assistants</p> <p>SLT Subject leaders</p> <p>Senior Administrator</p>	<p>Every term</p> <p>Every term</p> <p>Every fortnight during partial school closure if child not attending school under vulnerable or key worker status.</p> <p>Every fortnight</p> <p>Every half term</p>
Total budgeted cost:					£14,232

Impact