

Davyhulme Primary School

COVID-19 catch-up premium report

This is a working document, due to the unprecedented changes which schools are experiencing due to Covid-19 Lockdowns.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	525	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£38,000 £9740 – Autumn Term		

Covid – 19 Catch-up Premium: Rationale

In June 2020, a billion pound fund for education was announced by the government. Further guidance has now been released: (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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 and will not include Nursery numbers, meaning that Davyhulme Primary School will be in receipt of £38,000 (475 x £80). The spending of this money will be the responsibility of school to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation (E.E.F.) has published a support guide for schools with evidence-based approaches to catch-up for all students (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>).

STRATEGY STATEMENT

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Our Mission Statement at Davyhulme Primary School is: '**Reaching for the Stars.**' This encapsulates our ethos that learning is a life-long process, and that as learners we are constantly striving, questioning, problem-solving and exploring. Learning is a challenge which we encourage our pupils to embrace with perseverance, determination, ambition and resilience. This ethos is underpinned by our Core Values which permeate through all aspects of school life:

- We are Ambitious.
- We are Caring.
- We are Courageous.
- We are Collaborative.

Our Covid-19 catch-up strategy is determined very much by evidence-based research provided by the Education Endowment Fund. We are committed to providing the highest quality of education for ALL of our children regardless of background or barriers to learning in all aspects of school life. We take note that:

'Children from disadvantaged backgrounds are likely to have been 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 pupils.'

(E.E.F. – Covid-19 Support Guide for Schools, June 2020)

The E.E.F. has identified a tiered approach to 2021 academic planning: Teaching, targeted academic support and wider strategies.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

Strategy Summary:

- **Teaching** – we believe that great teaching is the most important lever schools have to improve outcomes for their pupils.
- **Targeted Academic Support** – there is extensive evidence supporting the impact of high-quality one-to-one or small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.
- **Pupil Assessment and Feedback** – Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' well-being (first), followed by their learning needs is likely to make it easier for teachers and other school staff to provide effective support. Assessing pupils' learning needs does NOT mean cramming missed learning, or pressuring children and families into rapid learning at D.P.S. We will categorically not spend the first half-term (Autumn 2020) assessing gaps in learning – our focus will be on settling our pupils back into a routine and focusing on their social/emotional needs and general well-being. For further information on this approach, please see our Recovery Curriculum.
- **Wider Support** – School has provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communication with parents, especially to increase attendance and engagement with learning.
- **Disadvantaged Pupils** – we know that children from disadvantaged backgrounds are likely to have been most severely affected by school closure and will need more support to return to school and settle back into school life. The attainment gap between disadvantaged and not-disadvantaged pupils is likely to have widened considerably. We currently have 36 pupils (7%) of pupils in receipt of Pupil Premium and our strategy will be to closely monitor their well-being and learning needs and to put in place the necessary support and intervention strategies.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning (English and Maths) caused by school closures, focusing in particular on our disadvantaged and vulnerable pupils (align chosen approaches with PP spending). In a study published by the E.E.F. in January 2021 it has found that primary age children have significantly lower achievement in both reading and maths as a likely result of missed learning. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures/
B	Language and Communication – increase in % of pupils working below expectation in CLL on entry into Reception.
C	Negative impact on well-being/mental health, and increased social and emotional barriers to learning (see also our Recovery Curriculum).
D	Negative impact on behaviour due to lack of routine and structure (see also our Recovery Curriculum).

ADDITIONAL BARRIERS

External barriers:

E	Lack of engagement amongst some of our families (e.g. reluctance to send some of our EHC pupils into school during Lockdown).
F	Lack of access to technology, particularly for many disadvantaged children.
G	Low attendance of some of our vulnerable pupils.

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>To support great teaching by:</p> <p>providing opportunities for professional development</p> <p>All staff to receive focused training on the effective use of technology led by Mr. Parkinson;</p> <p>Staff to receive online access for 12 months to Maths CPD through White Rose webinars</p>	<p>For all pupils to have access to quality first teaching.</p> <p>Teaching staff to have received training and support to adjust to the logistic and organisational changes that have been needed – e.g. they can confidently use our online learning platform, Seesaw.</p> <p>Staff feel confident in how to use technology effectively.</p> <p>The school acknowledges HOW technology is used matters most by:</p> <p>Ensuring the elements of effective teaching are present such as: clear explanations, scaffolding, practice and feedback. This is more important than which form of technology is used.</p> <p>Clearly established routines and expectations in place for our Recovery Curriculum.</p>	<p>EEF research has proven that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>Learning walks and informal lesson drop ins – quality first teaching observed.</p> <p>Monitoring of our online learning platform, Seesaw, to focus on:</p> <p>Pupil engagement</p> <p>Note improvement in use of effective technology by staff.</p> <p>Staff feedback – each teacher to receive 0.5 day's individual training on how to use technology effectively.</p>	<p>KB LP SHW</p>	<p>6 days £1126 – this has been covered in the previous CPD budget.</p> <p>EYFS = 2x £250</p> <p>KS1 and KS2 = 2 x £149</p> <p>Total of £798 – this has been purchased through Maths budget.</p>
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<p>To focus on Reading:</p> <p>Reading is the foundation for all learning and we cannot afford to let children miss out on reading regularly.</p> <p>This is particularly the case for younger children who are at the point of becoming independent readers.</p> <p>It is also important for older children with regard to their reading fluency.</p> <p>However, in reality, there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown.</p> <p>The length of lockdown will inevitably mean that some parents may not have been able to keep up the regular support their child/ren need</p> <p>Children may have gone from regular phonics input to little or no input.</p> <p>We have not been able to send out home reading books during lockdown period.</p>	<p>Children have been placed into appropriate phonics groups.</p> <p>Catch-up programmes have been successfully implemented by staff.</p> <p>Where needed, additional phonics sessions have been organised to support those pupils who have been identified in need.</p> <p>Additional quiet reading periods have been established for older pupils.</p> <p>The school has extended our online subscription to Oxford Owl website, so that children can access a wider variety of e books.</p> <p>Robust systems are in place for monitoring reading at home on Seesaw.</p> <p>Children are being directed to carry out more research which involves reading.</p> <p>The book mark incentive scheme is used to reward reading at home.</p> <p>Reading aloud to the class is prioritised with staff choosing books that grab children's interest.</p>	<p>EEF research has proven that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>Learning Walks</p> <p>Pupil Voice</p> <p>Staff Feedback</p> <p>Monitoring of reading on Seesaw – reading records and pupil posts.</p> <p>Monitoring of attainment and progress in reading – termly reading tests (Salford Reading Test), phonic checks and NFER/PIRA assessments.</p>	<p>KB</p> <p>LM</p> <p>EB</p> <p>ST</p>	<p>Subscription to Oxford Owl e-library: £400</p>
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<p>To focus on Mathematics</p> <p>Specific content has been missed, leading to gaps in learning and stalled sequences of journeys. As we follow Power Maths, supported by additional resources from White Rose Schemes of Learning, it is easy to identify the missed learning from previous years. This has been addressed by adding recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons can be weaved into the sequence of learning, where necessary. Staff has also attended staff meeting where time was given to showing them the Ready to Progress criteria and how this can be used to ensure that they are covering key content sufficiently, and where gaps may have arisen, which can then be addressed.</p> <p>The EYFS lead and Maths lead have started a NCETM Maths Project: Building Firm Foundations in Reception. Maths lead is continuing the engagement with NCETM Maths Hub and is taking part in Sustaining Mastery project.</p>	<p>Children have had the opportunity to catch up on lost learning experiences.</p> <p>Same day interventions pre and post teaching opportunities ensure that the gaps are not widened further for children which are identified within individual lessons as requiring further support.</p> <p>Catch up programmes have been successfully implemented by staff.</p> <p>Children are being assessed regularly using White Rose end of block assessments.</p> <p>Recall of basic skills is made a priority with staff making use of Fluent in Five, Times Table Rockstars, and regular opportunities to interweave number fluency opportunities into lessons.</p> <p>Introduction of Early Bird Maths?</p>	<p>EEF research has proven that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>Learning Walks Pupil Voice Staff Feedback Monitoring of maths fluency on Monitoring of attainment and progress in maths – end of block assessments, number challenges and NFER/PUMA assessments.</p>	<p>KB LM EB ST</p>	<p>Subscription to Third Space Learning (£260 per term)</p> <p>Plus 1 intervention books £500 Power of 2 intervention books £555</p> <p>NTP one to one tutoring from Third Space Learning (£199 per pupil – NTP would subsidise so school would be liable for 25% of cost = £49.75 per pupil – 16th free if 15 pupils booked) £1500 based on 30 children across the school.</p> <p>Enrichment days £500 approx.</p> <p>Release time for staff to attend NCETM hub meetings. £700</p> <p>If above costs not already debited – use code G08 – Covid Catch Up Grant on all purchase order forms</p>
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<p>To focus on EYFS development</p> <p>PSED Children have missed a significant amount of time when they would have been developing independence both with social skills and academically. This will be a priority when the children returned to the setting.</p> <p>Speaking and listening opportunities The lockdown time will mean that children will be a different places with their phonics knowledge. Children will initially be taught altogether but after assessments children will be grouped.</p> <p>Writing Whilst being at home the quality and range of experiences children will have had will have differed, Some children will have had opportunities to experiment with mark, while others have had limited experiences.</p>	<p>Initial focus on PSED use of Jigsaw to develop Children's S&E skills. Teachers will assess when the children return.</p> <p>circle time to develop Sp & L opps, focus on story scribing,</p> <p>Implementation of White Rose Maths.</p> <p>Lots of opps for purposeful writing, indoors and out. Children challenged appropriately for their level of development through T questioning using 'I wonder...' model</p>	<p>EEF (2018) in the document Preparing for Literacy outlined that the development of language and communication should be prioritised in Early Years as the foundations of thinking and learning.</p> <p>They also identified that children must have their capability and motivation to write developed.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</p> <p>Cohort data for writing was low at Baseline and Au2 assessment (Target Tracker)</p>	<p>Learning walks Monitoring of the EYFS setting for evidence of writing opportunities.</p>	<p>ST EB</p>	<p>Purchase of NELI – £400</p> <p>TA time to implement NELI and cost of releasing experiences TA or teachers to undertake assessments and catch up.</p> <p>TA2 £15.53 for 1hr per week for 38 weeks = £590</p> <p>2 x ABC does CPD for TAs? £70 each – writing = £140</p>
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<p>To focus on behaviour</p> <p>To develop strategies to improve pupils' behaviour and emotional resilience as this will improve learning outcomes.</p> <p>(We recognise that poor emotional resilience and self-regulation skills impact on some pupils' ability to work collaboratively and to accept a degree of challenge in their learning).</p> <p>putting in place additional strategies to support pupil well-being, mental health and behavior e.g. Circle Time, Zones of Regulation.</p>	<p>Children will be more resilient and 'ready to learn.'</p> <p>Zones of Regulation established successfully in every classroom.</p> <p>Focus on metacognition strategies and growth mindset ethos firmly established – 'learning to learn'.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress. Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>Introduction of new PSHE scheme – Jigsaw.</p> <p>Regular use of Circle Time to focus on mental health and pupils' social and emotional needs.</p>	<p>EEF research</p> <p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which shows high impact for very low cost (+7) for Metacognition and self-regulation strategies. These strategies have consistently high levels of impact, with pupils making an average of 7 months' additional progress.</p> <p>The evidence indicates that these strategies can be particularly effective for low achieving and older pupils. Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>Zones of Regulation established in every class room – pupils know how to self-regulate.</p> <p>Circle Time sessions regularly planned and delivered.</p> <p>Learning walks – calm, productive learning environments established.</p> <p>Evidence of weekly PSHE lessons in planning and learning walks.</p>	<p>KB SHW</p>	<p>Zones of Regulation books £52.30 x 8 books.</p> <p>Jigsaw scheme £3000</p>
Total budgeted cost:					£9503.40
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>Identify pupils who require targeted support for Maths and English from Autumn term assessments and data (KS1 & 2).</p> <p>Ensure that disadvantaged pupils are prioritised when organising targeted support and interventions.</p> <p>Pupils to receive x 1 hour targeted support/intervention per week for half term (then review)</p>	<p>For attainment gaps to be diminished (evidenced clearly in pupil tracking).</p> <p>Targeted children 'back on track'.</p> <p>To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19.</p>	<p>Successfully researched most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools</p>	<p>Established small group or one to one tuition for targeted pupils led by teachers/teaching assistants.</p> <p>Structured interventions in place, focusing on key, basic skills such as oral language skills or aspects of reading.</p> <p>Training linked to specific content and approaches is provided for teaching assistants is provided e.g. how to use Clicker 8.</p> <p>Data pre/post intervention shows good progression and improved levels of attainment – evidence of gaps in learning being addressed.</p> <p>Teacher moderation.</p>	<p>KB SHW EB</p>	<p>TA2 £15.53 for 1hr per week for 38 weeks = £590</p> <p>x4 TAs :</p> <p>1 key stage 1</p> <p>1 lower key stage 2</p> <p>2 upper key stage 2)</p> <p>= £2360</p> <p>Teacher (M6 level) for 1hr per week for 38 weeks = £1790</p> <p>Clicker 8 £3000</p>
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<p>To identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention in EYFS.</p> <p>Data shows an increase in % of children whose language, communication and interaction development is within the expected range for the age group (GLD).</p> <p>Communication and language interventions can produce positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>To employ a teaching assistant to deliver high quality, targeted intervention (WellComm)</p>	<p>EEF research https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=294&t=Teaching%20and%20Learning%20Toolkit&e=294&s=</p> <p>Cohort data for C&L was low at Baseline and Au2 assessment (Target Tracker)</p>	<p>We propose to use catch-up fund (up to £10,000 in EYFS) to employ an 'apprentice' who can be trained up on the basic role of T.A.</p> <p>This will then free up one of our more experienced TAs to deliver high quality, targeted intervention (WellComm).</p>	<p>KB EB ST</p>	<p>£10,000 to be used in EYFS to either give additional hours to a current TA OR</p> <p>Employ part-time apprentice/kickstart employee to free up experienced TA to lead targeted intervention – EB to liaise with ST/CD on this</p> <p>(£1130 spent on EYFS development – see above) so £8870)</p>
Total budgeted cost:					<p>£8870 EYFS £7150 KS1 and KS2 interventions</p>
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 support children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p>	<p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning.</p> <p>Monitoring of referrals made to Pastoral Lead by staff.</p>	<p>Research obtained from EEF shows moderate impact for moderate cost for social and emotional learning. Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.</p> <p>Research undertaken into the effectiveness of Circle Time and use of Golden Rules/Rewards and Sanctions – Jenny Mosley Consultancies</p>	<p>Pastoral Lead/Family Liaison Lead to ensure: Increased contact with parents of targeted PP/vulnerable pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Listening Room Parent workshops for EYFS to help support children at home.</p>	<p>KB EB LS</p>	<p>Longford Park Gold package a year – 80 hours £5599.</p> <p>Possibility of increasing support but this will come from a different budget area.</p> <p>Silver package offers 50 hours £4030</p>
<p>To ensure identified pupils have access to targeted support for mental health and wellbeing.</p>	<p>Reduced number of playtime/lunchtime incidents.</p> <p>Feedback from teachers – children return to class ready to learn.</p> <p>Regular meetings with Pastoral Lead/SENCo and Deputy Head to ensure early identification of children with wellbeing/social and emotional needs.</p> <p>Case studies of individual pupils.</p> <p>Use of behaviour support plans.</p> <p>Chn to worl collaboratively in EYFS and KS1 to create a Garden of Hope</p> <p>Mental Health Champions in Years 4-6?</p> <p>Mental health enrichment days?</p>		<p>Review of class and lunchtime behaviour policies – SLT Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. Re-focus on Circle Time – refresh staff training. Introduction of PSHE scheme (Jigsaw) Mindfulness sessions in class 'Anxiety Gremlin' project during Fabulous Friday sessions. Focus on core values. Worry boxes. Referrals to Pastoral Lead – regular 1 to 1 sessions/ daily check in etc. Pastoral Lead to attend Children's Mental Health course.</p> <p>Normal educational routines and expectations are established as quickly as possible.</p>		<p>Forest skills (1 group for KS2, one group for KS1) – cost coming from Pupil Premium.</p> <p>Sports coach – physical and gross motor skills for EYFS (15 chn for 30 mins x2 a week) £30</p> <p>Mental health champions training approx.. £500</p> <p>Mental health enrichment days approx.. £300 each. Total = £600 - £900</p>

<p>Access to technology:</p> <p>To purchase an additional class set of I-Pads to increase pupil engagement with Remote Learning.</p> <p>We recognise that lack of access to technology has been a barrier for many disadvantaged children.</p>	<p>Analysis of pupil engagement in Remote Learning shows that the % of pupils who are not engaging is decreasing (weekly monitoring carried out by KB and weekly check-in calls made).</p> <p>Identified pupils are provided with devices.</p> <p>The school acknowledges HOW technology is used matters most by:</p> <p>Ensuring the elements of effective teaching are present such as: clear explanations, scaffolding, practice and feedback. This is more important than which form of technology is used.</p>	<p>EEF research shows that technology can be an effective strategy as long as specific needs have been identified.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/</p> <p>Technology can improve teacher's use of modelling, and explanations through the clarity, relevance and accessibility which technology allows.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it supplements, but is aligned to, other forms of feedback.</p>	<p>Use of remote learning is monitored by KB regularly.</p> <p>Those not engaging are contacted by a TA.</p> <p>JR and LP to monitor technology allocation.</p>	<p>KB LM EB ST</p>	<p>Purchased from other cost centres.</p>
Total budgeted cost:					£23,059
Total cost (March 2021) with some final costs TBC					£32,552.40