

Princess May Primary School

COVID-19 Catch-up Premium Report 2020-2021

Funding Allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)**

Strategy Statement:

At Princess May Primary School, to ensure that we make the best use of this funding we have referred to the document [coronavirus \(COVID-19\) support guide for schools](#) published by the Education Endowment Foundation (EEF) detailing evidence-based approaches to catch up for all students, for example: small group or one-to-one tuition (particularly through the National Tutoring Programme).

The Education Endowment Foundation (EEF), has published the [school planning guide: 2020 to 2021](#), to support us to implement our catch-up plans effectively and provide further guidance on how we should implement catch-up strategies when we return in September.

Our overall aims of our Catch-Up Premium:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils
- To close the gap created by COVID-19 school closures, in line with the curriculum expectations for the next academic year

Allocation:

Our school allocation has been calculated on a per pupil basis, providing us with a total of £80 for each pupil in years reception through to Year 6. For the academic year 2020-2021 Princess May Primary School will receive £23,520 Catch Up Premium.

Total number of pupils Reception-Y6:	294
Proportion of Disadvantaged pupils:	44%
Amount of catch-up premium per pupil:	£80
Total catch-up premium budget:	£23,520

In making decisions on the use of the Catch-up premium, we will focus on approaches that:

- Use evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by The Education Endowment Foundation (EEF).
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind have a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences.
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children's emotional health and well-being are supported, enabling them to best access academic learning.
- Are for all year groups.
- Are for the more able, not just those falling behind their peers.

A tiered approach to spending

To ensure that spending is both balanced and focussed, short, medium and long term we planned using a tiered approach as advised by the Education Endowment Foundation (EEF). Our spending priorities are as follows:

1. Teaching
2. Targeted academic support
3. Wider strategies

Teaching:

- Implement new broad and balanced curriculum to place cultural context, retrieval practice, vocabulary acquisition and formative assessment and rich summative assessment at the top of the agenda.
- Support student (and staff) knowledge through the departmental construction of knowledge organisers for each unit.
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

- Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.
- Develop a CPD focus on developing metacognition and the quality of teacher modelling and explanation.
- A peer-support model to help embed and sustain research-based teaching strategies.
- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- Continue to implement a robust reading curriculum (whole school focus) – on that matches a pupils’ reading level.
- Curriculum ‘essentials’ for Reading, Writing and Math’s are identified and taught / revisited across wider curriculum subjects.
- Focus on critical aspects we need to teach well. A package of home learning put together ensuring we focus on basic skills first and foremost. (Bug Club, readtheory.com, Phonics Play, Spelling Shed, writing linked to the learning project, TT Rockstars and MyMaths).
- Microsoft Teams used as a platform and feedback is provided by teachers for remote learning and homework. Ensure that the use of The Oak National Academy is implemented to follow current sequence of learning.
- Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school. Our school has now used a percentage of our ‘Catch-Up’ budget to invest in iPads, to ensure that pupils without access to digital devices can continue to access learning remotely.
- Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.

Targeted academic support:

To enable improved access to the curriculum:

- Provide Research School led literacy CPD to ensure high-quality teaching.
- 1:1 Reading Tutorials for Year 6 pupils
- Head of Year (HOY) led tuition booster for pupils in Year Reception - Y6
- AHT & DH teacher to provide small group tuition for year 5 pupils.
- Specific intervention programs led by both Teachers and Teaching Assistants, e.g. Lexia and Dynamo Maths (Pre/Post teaching).
- Employment of a Reading HLTA – daily reading with the lowest 20% readers and SEND pupils. Along with Literacy lead, to monitor home-reading provision.
- Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs.
- iPads for SEND support and remote-learning.
- National Tutoring Programme (NTP) in Year 1-5

Wider strategies:

To enable access to a blended learning model:

- Provide ongoing technical support.
- Ensure our most vulnerable pupils have priority access to 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 incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.
- Daily Breakfast club.
- Pastoral support packages (internal and external).
- Place2Be supporting pupil and staff well-being.
- Behaviour policy focuses on identifying emotions and self-regulation strategies (Zones of Regulations).
- Staff Wellbeing - Pastoral Lead and PSHE Lead set up ‘virtual staffroom’.

Tier 1:		Barrier	Action	Desired outcome	Cost	Person(s) responsible	Impact/ evaluation
Quality of Teaching for all	A	Home learning is limited due to the current lockdown provision. (1 st lockdown)	<p>Identify our most vulnerable pupils as outlined in the Government guidance.</p> <p>A new and improved platform is in place (Microsoft Teams) and all staff are trained in its use.</p> <p>Provision for home learning during lockdown developed further to include live registration, lessons and interventions.</p> <p>Ensure that those pupils who do not have access to a device or the internet at home receive an iPad or router.</p> <p>Purchase top-up dongle Wi-Fi for those that need it and if government cannot provide</p> <p>Create a register of those who do and do not have access to WIFI, tablets and or laptops.</p> <p>Daily monitoring of attendance in Live Lessons including group interventions and 1:1 session.</p>	<ul style="list-style-type: none"> • Most vulnerable pupils attend school during lockdown as part of the 'Key worker and Vulnerable pupils' Government guidance. • All pupils have access to online learning at home and those pupils attending school during lockdown as part of the Key Worker & Vulnerable Children group • All staff trained in using Microsoft Teams. • In the event of a Year group (bubble), whole school or National lockdown pupils will receive 'live teaching' in core subjects (phonics/reading/literacy/maths) and SEND interventions. • Self-isolating pupils continue to receive similar learning to their peers in school. Units from Oak National Academy selected to support current sequence of learning. • All children engaging in online remote learning. Non-attenders in live registration / lessons / interventions are followed up e.g. phone calls home, DSL notified and DSL phone calls, text messages and home visits. • Home/school devices loan agreement signed by parents/carers. 	Microsoft Teams £34.04	SLT AHT Curriculum Lead ICT Lead Heads of Year	Remote learning – registration of pupil attendance in live lessons
	B	Access to online home learning for pupils without technology.	Ensure that those pupils who do not have access to a device or the internet at home receive an iPad, router or mobile data cards.	<ul style="list-style-type: none"> • Create a register of those pupils who do not have access to WIFI, tablets and or laptops. • Home/school devices loan agreement signed by parents/carers. • All pupils have access to online learning • Use of loaned devices monitored to ensure that children are logging onto and participating in live registration/lessons. 	£9,758.60	SLT Business Manager	Remote learning – registration of pupil attendance in live lessons

Tier 2:	Barrier	Action	Desired outcome	Cost	Person(s) responsible	Impact/ evaluation
<p>Targeted academic support</p>	<p>C</p>	<p>Children have gaps in learning due to periods of national lockdown.</p> <p>Baseline Assessment week beg. 14/09/2020 used to identify gaps in September school return and identify children for interventions.</p> <p>Use of Mathematics Mastery catch-up planning documents to prioritise key skills in maths that need to be plugged so that not all prior learning needs as much focus.</p> <p>2x Academic mentors employed through National Tutoring Programme to work with small groups and individuals Year 1-5</p> <p>Existing teachers in school to provide small group tuition for year 5 pupils.</p> <p>Children identified for 1:1 or small group tuition prioritise reading in the first instance.</p> <p>SEND interventions delivered.</p> <p>HOY to deliver weekly booster programme of support before the start of the school day.</p> <p>Lowest 20% readers identified.</p> <p>Phonic Screening Check for current Year 2 pupils as they had missed the phonics screening in the Summer term of Year 1.</p> <p>Teachers structure lessons, providing recap opportunity, retrieval questioning in all lessons to recall prior learning.</p> <p>Balance in lessons of catch-up and teaching current year group objectives.</p>	<ul style="list-style-type: none"> • QLA from Baseline assessments used to inform planning and plug the gaps. • Retrieval practice, knowledge organisers, mini-plenaries and next steps marking and feedback used to close gaps caused through lockdown. • Identified key skills in maths prioritised and taught. • Catch-up funding used to pay for tuition for pupils, through the National Tutoring Programme, who have moved backwards during 1st lockdown. • Year 1-5 pupils targeted through the National Tutoring Programme with a focus on maths • DH and AHT teachers support in Year 5 with small group teaching in Reading, Writing and Maths to aid in catch-up due to lockdown. • SEND pupils to continue receiving interventions via Lexia, Dynamo Maths and Seesaw • Lowest 20% readers daily 1:1 reading intervention taking place led by Literacy Lead and delivered by Reading HLTA. • Completed Phonic Screening Check for current Year 2 pupils. • Lessons structured providing recap opportunity, retrieval questioning to recall prior learning. • Children make accelerated progress in their learning at each assessment point and gaps in learning reduced • Subject core documents are adapted to consider missed learning during lockdown. • Identified pupils attend Heads of Year (HOY) weekly booster programme delivered 8:00-8:45am. 	<p>NTP £7,239.38</p>	<p>SLT Reading HLTA NTP Tutors SEND Lead KS1 Reading Manager</p>	<p>Termly attainment outcomes and progress measures, against individual target set in line with prior attainment.</p> <p>Lesson observations, monitoring, books and pupil progress</p> <p>Marking and feedback</p>

			Subject leaders to monitor missed learning in their subject and adapt core documents.				
D	Some pupils had limited access to reading materials during the first lockdown.	<p>Lowest 20% readers across the school identified.</p> <p>Additional support provided for pupils with special educational needs (SEND) during remote learning.</p> <p>Year 2 Pupils identified for 'Project reader' intervention</p> <p>Year 5/6 Pupils identified for 'Jump into Reading' intervention</p> <p>Pupils with SEND to take part in Lexia programme during remote learning.</p> <p>Recorded videos for Phonics, stories, and instructional videos</p> <p>Daily monitoring of attendance in Live Lessons including group interventions and 1:1 session.</p> <p>EYFS and Key Stage 1 phonic aligned books sent home</p>	<ul style="list-style-type: none"> Year 1-5 pupils targeted through the National Tutoring Programme with a focus on maths All teaching staff are aware of the children who need to be targeted for reading and for reading intervention. Project Reader & Jump into Books intervention programs are implemented Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Pupils are engaged readers and enthused to be reading and finish books. Pupils with SEND are able to access remote learning provided Pupil reading tracked and monitored through use of Seesaw. Reading encouraged in all lessons and during periods of individual or bubble self-isolation and or during Government lockdown. Existing teacher in school AHT, to provide small group focused teaching in reading for year 5 pupils. Lowest 20% readers will continue to receive 1:1 daily reading intervention led by Literacy Lead and Reading HLTA. 	£4,099.98 Reading HLTA	Literacy Lead Reading HLTA KS1 Reading Manager SEND Lead AHT	<p>Termly attainment outcomes and progress measures, against individual target set in line with prior attainment.</p> <p>Lesson observations, monitoring, CT reading file and pupil progress</p>	
E	<p>EYFS children have gaps in learning due to lockdown.</p> <p>Most children not attending nursery during lockdown.</p>	<p>Quality First Teaching</p> <p>Considerations made regarding content and required resources for home learning.</p> <p>Home learning packs of resources and activities sent home.</p> <p>Tapestry and Teams used to support communication with home.</p> <p>Parents supported by EYs staff to access and upload evidence of home learning onto Tapestry.</p>	<ul style="list-style-type: none"> Nursery pupils make accelerated progress in all areas of Developmental Matters. Reception pupils make accelerated progress in all areas of Developmental Matters and working towards the Early Learning Goals. All Nursery pupils present for morning live registration. Parents provided with daily learning across all areas of the curriculum uploaded onto Teams daily. Reception pupils attending live lessons in phonics, literacy, maths and S&L interventions. Nursery and Reception pupil's opportunity to participate in live PE and Music lessons each week. Recorded S&L interventions provided for high need SEND pupils. Parents provided with additional learning materials for the other areas of the curriculum uploaded daily onto 	EYFS Consultant £2,388	EYFS Lead EYFS Consultant	<p>Lesson observations, monitoring, books and pupil progress</p> <p>Marking and feedback</p> <p>Tapestry observations</p> <p>Tapestry home learning evidence uploaded by parents.</p>	

			Nursery children of Key Worker parents or who are identified as vulnerable children encouraged to attend school during national lockdown.	<p>Teams.</p> <ul style="list-style-type: none"> EYFS Consultant supporting EYFS Lead in developing the EYFS provision. 			
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Tier 3:		Barrier	Action	Desired outcome	Cost	Person(s) responsible	Impact/ evaluation
Wider strategies	F	Pupils mental health and wellbeing has been impacted on negatively during lockdown.	<p>Recovery Curriculum (amendment to school teaching and learning policy) shared with staff.</p> <p>PSHCE training for all staff on supporting pupil's mental health</p> <p>PSHCE Lead provides weekly 'Wellbeing' lesson plans for teachers</p> <p>Pastoral Lead - 'Mental Health Champion' to work with teachers on how to support pupils in class who find returning to school from lockdown difficult</p> <p>Pastoral Lead to identify pupils with specific needs who may require support on returning to school from lockdown</p> <p>Implement whole school projects to support children's emotional intelligence – eg 'Caught Being Kind'</p> <p>Recruitment of more 'Playground Buddies'.</p> <p>Pupils identified for Place2B counselling</p> <p>Pupils self-refer for Place2Talk</p>	<ul style="list-style-type: none"> Recovery Curriculum - all staff to follow the '5 Levers of Recovery' Weekly 'Wellbeing' lesson in all classes to support pupils in returning to school and support them in managing emotions, social/peer relationships Staff are equipped to identify gaps in children's emotional development Class teachers able to support pupils in class who find returning to school from lockdown difficult Identified pupils requiring support on returning from lockdown are supported 1:1 support and small group intervention Children's emotional intelligence developed and supported 'Caught being kind' – whole school project launched Place2B Counsellors supporting pupils and advising school staff on how to support pupils in their classes. 'Playground Buddies' able to identify and support pupils who are alone or in need of someone to be with/play with during break time. Positive learning behaviours promoted which combat affects caused by the Covid 19 lockdown alongside any pre-existing barriers. Improved pupil mental health, wellbeing and positive learning behaviours. 		<p>PSHE Lead</p> <p>Pastoral Lead</p> <p>Mental Health Champion</p> <p>Place2B</p> <p>Counselors</p>	
	G	Due to national lockdown and periods of Covid isolation pupil	Children are engaging in high levels of physical activity and establishing good active behaviours for later life.	<ul style="list-style-type: none"> Live PE lessons are delivered by PE coach during lockdown. PE CPD for teaching staff led by PE Lead and specialist PE coach 		<p>PE Lead teacher – JMartin</p> <p>1st Kicks – PE Coach</p>	

		health and well-being have been negatively impacted and physical stamina decreased.		<ul style="list-style-type: none"> • Weekly PE lessons, one lesson taught by specialist PE coach and another lesson taught by class teachers. • Fitness levels of pupils return to pre-covid standards. 			
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Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:	Chair of Governors: Kristofer McGhee
	Chair of Finance: Louise Allen
	Headteacher: Kevin Reynolds

