

Orchard Primary and Nursery School

Catch-up Premium Report 2020 – 2021

COVID catch-up premium spending: Summary

| Summary Information | | | |
|--------------------------------------|-----------------------------|--|-----|
| Total number of pupils | 314 (316 on October Census) | Amount of catch-up premium received per child | £80 |
| Total catch-up premium budget | £25,280 | 6,200 – (paid in Autumn Term) | |

Catch Up Funding

Children and young people across the country have experienced unprecedented disruption to their education as a result of the coronavirus (COVID 19) pandemic. Those from the most vulnerable and disadvantaged background will be amongst the hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Returning to normal educational routines as quickly as possible will be critical to our recovery.

The Government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch up premium for the 2020-21 academic year to ensure schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus pandemic, it is likely that the disadvantaged and vulnerable groups will have been the hardest hit. That is

why, alongside the universal catch-up premium, the government are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Eligibility

The £650 million of universal catch-up premium funding is available to all state funded mainstream and special schools. Schools' allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. Schools should use this funding for specific activities to support their pupils to catch up for lost learning over the previous months.

Orchard Primary School had 316 children on role (F2 – Y6) at Autumn census which has given us a catch-up premium of £25,280.

The aims of our Catch-Up strategy are as followed:

- To minimize the impact of the National Pandemic so that all children catch up and keep up by the end of the Summer Term 2021.
- To raise the attainment of all pupils and to further close the gap created by unavoidable COVID-19 school closures.
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To ensure all pupils feel settled and secure to be the best they possibly can be.

Barriers to Learning

| Barriers to Future Attainment as a result of Covid-19 | |
|---|--|
| Academic Barriers | |
| A | Significant gaps in children's skills and knowledge as a result of bubble/school closure |
| B | Lack of exposure to high quality aspirational language |
| C | Lack of engagement with home learning |
| D | Lack of school structure and routines and appropriate boundaries – affecting mental health and behaviour for learning. |

| | |
|---|--|
| E | Pupils well-being, social, emotional and mental health affecting academic performance |
| F | Widening gap between disadvantaged and non-disadvantaged due to lack of daily teaching and appropriate intervention |
| G | Continued disruption in attendance causing gaps in sequenced learning. |
| H | The need to re-establish learning stamina that has been affected as a result of time out of school. |
| I | The need to re-establish high school expectations particularly in basic skills and including handwriting and presentation. |
| J | Changes in family circumstances resulting in need for extra pastoral support. |

Planned Expenditure for Current Academic Year

Whole School

| Quality Teaching for All | | | | | |
|--|--|--|---|---|---|
| Action (cost – where applicable) | Intended outcome and success criteria | Evidence and rationale for this choice | Implementation (cost – where applicable) | Staff Lead | Monitoring and review |
| Further develop a recovery curriculum which supports and challenges all learners. | High Quality First Teaching of the recovery curriculum ensures pupils catch-up and keep up | High Quality Teaching for All ensures at least good progress (EEF) | <ul style="list-style-type: none"> • CPD for all teaching staff around principles of quality first teaching. • Planning and delivery incorporates principles. • Pupils are making expected and accelerated progress | JC/SLT Curriculum TLR Subject leads. | |
| | The Scarf programme and RHSE are embedded in all teaching and learning and supporting children in their learning | <p>Pupils well-being, social, emotional and mental health affecting academic performance</p> <p>Pupil/parental surveys show marked effect of pandemic on well-being.</p> | <ul style="list-style-type: none"> • Scarf Teaching and learning is a key priority in first half term. • Take Five is reintroduced and delivered daily • Golden Mile is delivered daily • Nurture groups in place | Personal Development TLR | <p>Planning Scrutiny</p> <p>Pupil Voice</p> |
| | Baseline and on-going assessments highlight individual and | Significant gaps in children's skills and knowledge as a result of bubble/school closure. | <ul style="list-style-type: none"> • Carry out assessments and analyse results to identify catch-up priorities for school, cohort and group/individual catch up needs. | SLT Team SEN Team | <p>Assessments</p> <p>Work scrutiny</p> |

| | | | | | |
|--|--|---|---|--------------------------------------|---|
| | <p>group needs and appropriate provision is put in place.</p> <p>Intervention is showing impact.</p> | <p>Lack of engagement with home learning</p> <p>Widening gap between disadvantaged and non-disadvantaged due to lack of daily teaching and appropriate intervention</p> | <ul style="list-style-type: none"> • Set up appropriate provision with extra teaching staff. • Use on-going AFL to ensure the impact of extra provision. • Re-assess termly so that impact is measured and group and individual provision is adapted. | | Pupil Voice |
| | <p>Core subjects – Reading/Writing and Maths are given priority in the Recovery Curriculum</p> | <p>Significant gaps in children’s skills and knowledge as a result of bubble/school closure.</p> | <ul style="list-style-type: none"> • Timetable clear time to teaching of reading (whole class guided, extra guided, 1-1 provision). • Whole school daily spelling teaching. • Follow White Rose Maths. • Increase time spent on Maths Fluency. • Provide Maths intervention where appropriate to needs. • Focus on key grammar and punctuation skills in writing. | <p>SLT Team</p> <p>Subject Leads</p> | Work Scrutiny |
| <p>Development of a blended learning offer which includes school and home-learning.</p> | <p>Remote learning mirrors learning in the classroom</p> <p>Home learning consolidates in class learning</p> | <p>Lack of engagement with home learning.</p> <p>Ensure access to learning at home.</p> <p>Need to ensure clear teaching in remote learning.</p> <p>Equality of provision wherever children are learning.</p> | <ul style="list-style-type: none"> • Teachers are given CPD to enable recorded lessons to be created and made available. • Use recorded lesson in school at the same time. • Provide extra provision at school with allocated support by teacher or teaching assistant/virtually at home. | <p>SLT Team</p> | <p>Work Scrutiny</p> <p>Pupil/parental questionnaires</p> |

| | | | | | |
|--|---|--|---|-----------|--|
| Staff CPD focused on the recovery curriculum and virtual learning | All staff have received CPD around key areas of Recovery Curriculum which has impact on learning. | Significant gaps in children’s skills and knowledge as a result of bubble/school closure | <ul style="list-style-type: none"> • On-going White Rose CPD is provided for all staff. • CPD on effective use of Bug Club (independent Library) • Ashley Booth Reading Scheme Training • Jane Considine Writing training • Whole school phonics training. | JC/AT | Observation Work Scrutiny |
| Additional resources purchased support blended learning | Resources that support Recovery are purchased, in place and have impact | Significant gaps in children’s skills and knowledge as a result of bubble/school closure | Resources purchased <ul style="list-style-type: none"> • Bug Club online Library (£1,400) • Rising Stars Rocket Phonics (£1,600) • Spelling Shed • Maths Shed | All staff | Work scrutiny Teacher Voice Parental Voice |

Targeted Support

To staff targeted support - where re-structuring of the staff timetable is not possible- £17,000) has been spent on extra Teaching Assistant Support. This enables afternoon targeted support which will be used as appropriate to changing needs. This amount is up to end of Spring Term and will then be reviewed.

| Action | Intended outcome and success criteria | Evidence and rationale for this choice | Implementation | Staff Lead | Monitoring and review |
|---|---|--|--|-----------------------------|--|
| Timetabling and staffing structure adapted to support focused phonics teaching | All children have caught up with their phonics learning. November results in phonics test are in-line with expectations. | Children have missed focussed phonics teaching in lockdown. Gaps in learning have widened. | <ul style="list-style-type: none"> • Daily differentiated phonics teaching • Extra phonics provision as required • Extra practice at home promoted through homework | AT/JB | Observations Assessment data Phonics test results – Nov 2020 |
| Purchase Rising Stars Phonics reading scheme for KS1 | Books are used to enhance the teaching and learning in phonics and have a positive impact. | Children have missed focussed phonics teaching in lockdown. Gaps in learning have widened. | <ul style="list-style-type: none"> • Purchase full scheme (£1,600) • Books used with children in school • Phonic books through Bug Club in case of bubble/full closure. | AT/JB EYFS/KS1 Staff | |
| Employ the SEN Team staff to provide extra teaching and support in reading and Maths in Year | Provision is provided where baseline assessments show widening gaps and | Significant gaps in children's skills and knowledge as a result of bubble/school closure | <ul style="list-style-type: none"> • Baseline assessments carried out and analysed by JC/AT and SEN Team • Provision timetables created for SEN Team • Provision carried out with identified individuals and groups | JC/AT SEN Team | Observation Work Scrutiny – including that by Subject Leads |

| | | | | | |
|---|--|--|---|-------------------------|---|
| <p>3 and 4 through small group support. (Autumn Term)</p> | <p>accelerated progress is made. Children are back on track and gaps starting to decrease.</p> | <p>Continued disruption in attendance causing gaps in sequenced learning. The need to re-establish learning stamina that has been affected as a result of time out of school. Baseline assessments (September 2020)</p> | <ul style="list-style-type: none"> • Remote provision put in place if necessary • Assessment informs subsequent support and groupings | | |
| <p>Additional reading support provided by increasing Teaching Assistant hours. Support provided based on on-going termly assessments – Reading/maths (Year 3 / 4 Autumn Term) From £17,000 on extra teaching staff</p> | <p>Provision is provided where baseline assessments show widening gaps and accelerated progress is made. Children are back on track and gaps starting to decrease.</p> | <p>Significant gaps in children’s skills and knowledge as a result of bubble/school closure Continued disruption in attendance causing gaps in sequenced learning. The need to re-establish learning stamina that has been affected as a result of time out of school. Baseline assessments (September 2020)</p> | <ul style="list-style-type: none"> • Provision timetables created for Catch-up extra Teaching support • Provision carried out with identified individuals and groups. • Remote provision put in place if necessary • Provision matches needs shown from assessments (Reading and/or Maths) • On-going assessment enables learning and groups to be adapted | <p>SEN Team to lead</p> | <p>SEN Team Observations. Work Scrutiny Progress reports Progress Data Analysis</p> |
| <p>Purchase of Bug Club independent library to enhance</p> | <p>100% of children are accessing and using Bug Club</p> | <p>Access to appropriately levelled texts has been</p> | <ul style="list-style-type: none"> • Parents shown how to access Bug Club • Teachers use Bug Club for in school reading. | <p>AT/AM</p> | |

| | | | | | |
|---|---|---|---|--|----------------------------|
| <p>colour-coded benchmarked reading books to be used in school and virtually (£1,400)</p> | <p>through the blended approach</p> | <p>difficult during any school closure</p> | <ul style="list-style-type: none"> • Children enjoy the selection of books and progress made both when children are in school or learning remotely | | |
| <p>Focus delivery of speech and language links programmes in EYFS</p> | <p>Speech/language and communication assessments compares positively with previous years. Any identified gaps in speech and language are addressed. Children's progress is at least good.</p> | <p>Lack of exposure to high quality aspirational language Significant gaps in children's skills and knowledge as a result of bubble/school closure</p> | <ul style="list-style-type: none"> • Initial assessments carried out to identify children for Programme • Work to be carried out with identified children. • Final assessment used to assess progress. | <p>EYFS Staff</p> | <p>Assessment analysis</p> |
| <p>Re-structure of timetable and staffing to provide extra support in development of arithmetic in Year 6.</p> | <p>All children are attaining at least the expected level by the end of the academic year</p> | <p>Children's arithmetic skills have been impacted negatively by gaps in learning. Lack of basic skills having a negative impact on children's problem-solving skills</p> | <ul style="list-style-type: none"> • Additional focus on fluency in each lesson. • Extra arithmetic and basic skills lessons daily • Extra Maths sessions taught in differentiated groups • Extra support provided in small groups or 1-1 where necessary | <p>Year 6 Teaching Staff and Teaching Assistants</p> | |

| | | | | | |
|--|--|--|--|---------------------|---|
| <p>Re-structure of timetable and staffing to provide differentiated teaching of writing in Year 6 (Autumn Term)</p> | <p>Children’s basic skills have progressed well. Children have been provided with a range of opportunities to write independently. Children are back on track based on previous levels</p> | <p>Significant gaps in children’s skills and knowledge as a result of bubble/school closure Lack of exposure to high quality aspirational language</p> | <ul style="list-style-type: none"> • Differentiated groups created from baseline assessment • Big Write sessions weekly rather than fortnightly • Focussed teaching of skills and writing techniques • Stimulating writing opportunities provided. • Modelling by teacher to enhance learning. • Regular monitoring and feedback • Flexible grouping to allow children to progress or to provide extra support. | <p>Year 6 Staff</p> | <p>Work Scrutiny</p> |
| <p>Whole school catch-up provision to be provided in Reading.</p> <p>Spring Term From £17,000 on extra teaching staff Re-structure SEN timetable</p> | <p>All children have been provided with the catch-up needed to get back on track to achieve their potential</p> | <p>Lack of access to appropriately levelled books at home. Lack of development of basic skills for reading.</p> | <ul style="list-style-type: none"> • Ensure Bug Club is being used across school and at home • Benchmark children to ensure they are reading at the right level. • After assessment, provide extra guided reading and 1-1 provision as appropriate. • Continuous assessment is carried out to allow flexibility in provision provided | <p>JC/AT</p> | <p>Continuous formative and summative assessment.</p> |