



Great Easton C of E VA Primary School COVID catch-up premium report 2020-21



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	160 2020/21	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7,240		

STRATEGY STATEMENT

Our priority focus is pupils' well-being. The majority of our children have been out of school since March 23rd 2020 until their return in September 2020. They need more than anything to reconnect with their peers, with staff and with learning back in the classroom. During their time in lockdown they had missed out on many social activities and opportunities, including simple things like birthday parties. We want to prioritise helping children to rediscover their love of learning and being back at school with others. Therefore some of the spending has been on music, Rap-It, Create-It and Drum-It workshops as well as a circus skills and skipping workshop around fun games to play with friends at playtimes.

Teachers and LSAs have been monitoring children's learning and mental well-being closely throughout the lockdown period. Parents have been sent a questionnaire to invite them to share any worries they or their children have about the return to school. Children have also been sent a survey to share their views so that we returned in September we could hit the ground running and provide timely interventions and support to make sure children were able to readjust and settle back in as quickly and easily as possible.

Finding where the gaps are has been the key area in order to best support children and minimize the disruption and impact of the pandemic on their education. Initially our return to school focused on a recovery curriculum based on our 'Create' term - looking at the arts and helping children build up their stamina for learning again. Assessments were formative and low-key to start with and in the second half term summative assessments were used. From these and pupil progress meetings, gaps were identified and interventions and strategies put in place to enable teachers to support pupils in catching up.

The best available evidence from the EEF indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged and vulnerable.

The overall aims of our catch-up premium strategy are:

- To support the mental health and well-being of all children following the national lockdown
- To raise the attainment of all pupils to close the gap created by the COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Maths - the pupils are relatively in line with expected standards in most year groups and if not are borderline. Basic number work and multiplication need reinforcing.
B	Writing is a big issue -especially the skills around writing; spelling, punctuation, grammar and handwriting stamina. The teachers provide lots of creative writing lessons, so they have maintained many of the creative elements of writing.
C	Reading - the pupils are relatively in line with expected standards in most year groups. Pupils accessed reading whilst in lockdown and school had a system for accessing and quarantining books. However, their comprehension skills, retrieval of information are not as developed as we would have expected in some cases.
D	Y2 - This year group need to revisit many of the year 1 key learning areas as well as the year 2 curriculum. They need to build learning habits such as independence, resilience and concentration as well as acquiring skills and knowledge. They have a lot of catching up to do with phonics.

ADDITIONAL BARRIERS

External barriers:

F	Y1 - these children have really missed a significant amount of their reception year, and the wider life of school such as assemblies and Y6 buddies.
G	Some children need support with anxiety, well being and reintegrating into the school environment with their friends despite the social Sundays and additional opportunities to meet up over the summer holidays and via Zoom with their teachers. They have been away from school for 6 months in some cases.
H	Year 6 also had to isolate on 3 different occasions and need some resilience building before leaving for secondary school.
I	Wider aspects of school and foundation subjects have suffered. The children have missed out on school trips and external visitors coming in. They have missed PE, team games and sports tournaments.

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?
Creative arts based curriculum focus for all year groups in Autumn term.	Children to find the projects stimulating and exciting and all children will rediscover their love for learning and being back in school.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	All teachers to have time to plan together on zoom and discuss ideas and rationale. Monitoring and pupil voice will be key.	Claire J	Half termly Pupil Progress meetings

To focus on the teaching of reading comprehension strategies.	75% of children to be at expected for reading by the end of the year.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Holly to lead, developing a shared vision for reading with teachers and LSAs and then targeting focus children for LSAs and monitoring the impact.	Holly	Half termly staff meetings Pupil Progress meetings PMRs
To review and strengthen our teaching of Writing	Teachers and LSAs to be consistent in their expectations and approaches to T4W and The Writing Project.	The EEF evaluation is inconclusive, however having been part of The Writing Project for several years, as a school we have seen the impact short burst writing, dot it don't dodge it approach to spelling, having a daily story from a planned reading spine, high expectations for handwriting, following a structured talk for writing approach to a text all play a huge role in developing children's writing skills.	Staff meeting time to review and focus on improving areas staff feel need strengthening.	Holly and teaching team.	Half termly staff meetings Pupil Progress meetings PMRs

Whole school approach to using zones of regulation	Using zones children have a common language and understanding around their feelings, developing to others. Staff empathy and understanding also increases and they are more aware of how best to support individuals. Children can self regulate more effectively.	https://www.zonesofregulation.com/research--evidence-base.html 'The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the <u>CASEL SEL core competencies</u> . The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behavior Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations.'	CPD training for staff. Time to talk with Kathryn and develop understanding of zones.	Kathryn to lead training for all staff. Sam to lead as a class teacher for others to follow.	Monitor vulnerable child register, pupil voice and happiness, staff and parent perceptions.
Total budgeted cost:					£200

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>Doodle maths used by all children and really encouraged by teachers - weekly champions are recognised as are top doodlers of the week.</p> <p>Doodle Coaching maths intervention used for targeted children in KS2.</p> <p>£801.00</p>	<p>Doodle Coaching combines the personalised learning of Doodlemaths with weekly sessions designed to help pupils become resilient independent learners both in school and at home.</p>	<p>https://edtechimpact.com/products/doodle-learning</p> <p>Educational Impact</p> <p>Build Student Knowledge 93%</p> <p>Improve Attainment 88%</p> <p>Improve Parent Engagement 80%</p> <p>Improve Teaching Efficiency 76%</p> <p>Reduce Teacher Workload 75%</p> <p><i>Doodle is designed to be used for 10 minutes a day, or 'little and often', using Doodle in this way has been proven by the University of Bath to raise attainment and reduce learning loss.</i></p>	<p>Time for Doodle Coaches to meet and review with each other and teachers.</p> <p>Review meeting with Doodle Trainer.</p>	<p>Ieuan Bush</p>	<p>Half termly staff meetings</p> <p>Pupil Progress meetings</p>

<p>Doodle English - this is new to us but after the success of DoodleMaths we decided this would be an extra way to develop English skills for all children.</p> <p>Part of subscription to Doodlemaths.</p>	<p>DoodleEnglish consolidates core reading and writing skills. It automatically plugs learning gaps and tops up knowledge by creating every pupil a personalised work programme, scaffolding learning and supporting your teaching.</p>	<p>https://edtechimpact.com/products/doodle-learning</p> <p>Educational Impact</p> <p>Build Student Knowledge 93%</p> <p>Improve Attainment 88%</p> <p>Improve Parent Engagement 80%</p> <p>Improve Teaching Efficiency 76%</p> <p>Reduce Teacher Workload 75%</p> <p><i>Doodle is designed to be used for 10 minutes a day, or 'little and often', using Doodle in this way has been proven by the University of Bath to raise attainment and reduce learning loss.</i></p>	<p>Teachers to share successes and have time to review as part of Professional Development meetings.</p>	<p>Holly Miles</p>	<p>Half termly staff meetings</p> <p>Pupil Progress meetings</p>
Total budgeted cost:					801.00
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?
Nurture groups for Year 6 - learning to journal following Matthew Syed's books: You are Awesome and Dare to Be You Journal. £855	To develop resilience and confidence before leaving for secondary school.	<p>What's the evidence and rationale for this choice?</p> <p>https://www.tes.com/news/how-effective-are-nurture-groups</p> <p>Evaluations indicate that nurture groups are successful, at least based on specific criteria. A 2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in social, emotional and behavioural outcomes in the majority of children.</p>	<p>How will you make sure it's implemented well?</p> <p>Funding to be used to employ a fully qualified Nurture Group Leader to run groups in the summer term twice weekly.</p> <p>Boxall Profile to be used to measure impact.</p> <p>Survey Y7 children at the end of Autumn term 2021 to see how they have done at secondary school.</p>	<p>Staff lead</p> <p>Claire Jackman</p>	<p>When will you review this?</p> <p>End of summer term with Nurture leader and Autumn term with parents and Y6 pupils (then Y7).</p>

<p>Additional visitors, music sessions, Growth Mindset workshop and activities.</p> <p>Mike Mullen (All) £526 Rap-It (KS2) £175 Drum-It (All) £175 Create -It (Y3/4) £175 Skipping (All) £405</p>	<p>To inspire a love for school and learning and to boost morale.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets Previous research from the US has suggested that growth mindset interventions can have a positive impact on attainment. Good et al. (2003) found that using university students to teach pupils about the malleability of intelligence led to large improvements in standardised tests.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>Experts come in to run different experiences for the children.</p>	<p>Claire J</p>	<p>On-going</p>
Total budgeted cost:					£2311

ADDITIONAL INFORMATION

Total spent: £3,312 however, next academic year there are a number of big whole school projects planned so we have allocated some of this academic year's spending for 2021-22.