

Coronavirus (COVID-19) catch-up premium spend report

New Ash Green Primary School

Summary Information

Number of eligible pupils	412	Amount of catch-up premium	£33,040 Received and allocated = £19,280 Monies to be received in Sum 2021 = £13,760
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School catch-up priorities

Reading									Writing									Maths								
March 2020 Data			December 2020 Data			July 2021 Target			March 2020 Data			December 2020 Data			July 2021 Target			March 2020 Data			December 2020 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
R			R			R			R			R			R			R			R			R		
1			1	62	21	1	67	12	1			1	65	22	1	69	14	1			1	75	22	1	77	17
2	61	20	2	59	17	2	77	20	2	60	17	2	62	6	2	65	17	2	69	19	2	60	12	2	75	17
3	75	28	3	65	21	3	72	28	3	75	13	3	59	11	3	72	20	3	75	20	3	69	20	3	74	26
4	83	28	4	72	31	4	95	31	4	79	12	4	65	19	4	88	21	4	75	20	4	71	24	4	90	24
5	80	38	5	71	21	5	86	34	5	70	28	5	68	21	5	82	26	5	85	23	5	65	26	5	80	35
6			6	73	30	6	90	38	6			6	73	23	6	87	27	6	73	35	6	73	35	6	85	41

A small number of priorities that can realistically be addressed:

Sept 2020- Dec 2020

1. Reading attainment for Year 6, vocabulary is a barrier and the quality of the text accessed during lockdown
2. Year 3 basic phonics and number operations
3. Year 2 basic phonics

March 2021

4. Understanding and application of the four operations in year 5
5. Spelling in Year 5
6. Phonics and language development for Foundation Stage Pupils
7. Snapshot data highlighted key pupils for support – individualised and /or grouped
8. Pupils' self esteem and well being need to be enhanced
9. Year 3 basic phonics and number operations

<p>Purpose of spend</p> <p>The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.</p>
<p>What children need</p> <p>For all pupils</p> <ul style="list-style-type: none"> • Supporting excellent teaching including the Recovery Curriculum, Increased amount of Outdoor learning – Welly Day and universal check ins daily. • Using the class snapshots – the teachers will be focused on supporting the learning of the pupils so that they are back on track and reach their original targets. • Supporting parents and carers –universal workshops for parents eg Emotional Well-Being Team training online. <p>For some pupils</p> <ul style="list-style-type: none"> • Targeted support using the snapshot data, pupil progress meetings and teacher assessment • Targeted support for parents and carers – Solihull training • Additional pastoral support.

Plan

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
<p>For all pupils - Supporting excellent teaching</p> <p>September 2020 onwards</p>		
<ul style="list-style-type: none"> • To develop the implementation of the Recovery Curriculum, increase the amount of Outdoor Learning and implementing the six ways to wellbeing across the curriculum. • Professional development to support planning of and teaching of reading, writing and maths as a class provision. • Class teachers and TAs working on differentiation to ensure the pupils are aiming to reach their targets • Additional moderation to ensure robust judgements • Whole school literacy units (Journey and Quest) • Professional Development • Pre-teaching in maths • Prioritising in maths curriculum using the NCETM Prioritising Guidelines linked to the September 2020 DfE guidance 	<p>Progress will be tracked against targets set in all subjects for each year group as outlined above</p>	<p>£4,588</p>
<p>Targeted Support for Pupils</p>		
<p>Sept 2020- Dec 2020</p> <ul style="list-style-type: none"> • Develop Year 6 reading comprehension of more complex texts – using higher order vocabulary 	<p>Progress will be tracked against targets set in writing for each year group as outlined above.</p>	<p>£3,974</p>

<ul style="list-style-type: none"> • Ensure the teaching of Phonics in Year 3 is excellent to support the pupils who did not reach the standard required – TAs to deliver and the teacher employed to train them to ensure the quality of teaching of the phonics • Year 2 – phonics screening for the pupils and phonics groups to catch up on the phases the pupils need • Year 3- number operations are not secure as the pupils missed the consolidation in summer 2020 • Additional pastoral support- counselling, ELSA, Learning Mentor 		
<p>March 2021 – onwards</p> <ul style="list-style-type: none"> • Year 5 support for the four operations in mathematics • Year 5 support for spelling with the years 3,4, and 5 words • Continue in March 2021 – to ensure the teaching of Phonics in Year 3 is excellent to support the pupils who did not reach the standard required – TAs to deliver and the teacher employed to train them to ensure the quality of teaching of the phonics • Continue in March 2021 - Year 3- number operations are not secure • Phonic and language development in the Foundation Stage – small group work to secure their phonic knowledge • Interventions focusing on other aspects of learning in the Foundation Stage, such as behaviour or pupils’ social and emotional needs, supporting them in the self-regulation of their behaviour. • Additional pastoral support- counselling, ELSA, Learning Mentor 	<p>Progress will be tracked against targets set in writing for each year group as outlined above.</p>	<p>£7,718</p>
<p>Parental support</p>		
<p>For all parents and carers</p> <ul style="list-style-type: none"> • EWT parent workshops available online • FLO work on developing relationships • Providing additional books and educational resources to families online, with support and guidance - offering advice about effective strategies for reading with children. • Additional support with online safety 	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>	<p>£1,000</p>
<p>For targeted parents</p> <ul style="list-style-type: none"> • Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%. (£1000) • Solihull Programme for parents and carers • Individualised support 	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>	<p>£2,000</p>

Appendix

These suggestions have been taken from EEF guidance. They are not exhaustive and there is no requirement to use any. Schools are able to spend the grant on any resource or activity they believe will meet the purpose of the grant. We just wanted to provide a list of ideas. **There is no expectation that schools will open for longer for some pupils each day or that schools will operate holiday schemes; the suggestions below are there for the sake of completeness because they were reviewed by the EEF.**

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Supporting great teaching	<p>Provide support for teachers to prepare for the school year.</p> <p>Provide professional development, to support curriculum planning or focused training on the effective use of technology.</p> <p>Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide additional mentoring and support for early career teachers.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Pupil assessment and feedback	<p>Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs.</p> <p>Pay for subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support.</p> <p>Provide teachers with support to give high-quality feedback, building on accurate assessment.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Transition support	<p>Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school.</p> <p>Pay for the running of dedicated transition events - either online or face-to-face.</p> <p>Provide assessment materials to identify areas where pupils are likely to require additional support.</p>	Progress will be tracked against all targets set for each year group as outlined above.

	Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible.	
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Targeted Support		
One to one and small group tuition	<p>Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.</p> <p>Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Intervention programmes	<p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Provide interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Extended school time	Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour.	Progress will be tracked against all targets set for each year group as outlined above.
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Wider Strategies		
Supporting parents and carers	<p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school.</p> <p>Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation.</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Access to technology	<p>Provide access to technology, facilitating access to online tuition or support either by providing pupils with devices or improving the facilities available in school.</p> <p>Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Summer support	<p>Provide high quality academic support such as small group tuition delivered by teachers or trained tutors.</p> <p>Provide support focusing on a wide range of outcomes, such as confidence and wellbeing, and a wide range of activities such as sports, music and drama that children may have missed.</p>	Progress will be tracked against all targets set for each year group as outlined above.