

Cobbs Brow Primary - COVID-19 catch-up premium report

Funding allocation (Mainstream Schools)

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 6.

Payments

This funding will be provided in 3 tranches. Schools will be given an initial part payment in autumn 2020, based on the latest available data on pupils. A second grant payment will follow in early 2021

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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 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)

COVID-19 catch-up premium spending: summary

School Overview

Total number of pupils:	282 (YR to Y6)
Proportion of disadvantaged pupils	
Total catch-up premium budget:	£80 - per pupil = £22,560 Paid over 3 terms: <ul style="list-style-type: none">• Aut: £5640-00• Spr: £8460• Sum: £8460
Publish date	November 2020
Review date	December 2020 March 2021 July 2021

		Barrier	Desired outcome
Teaching priorities	A	Further refinement of home learning and development to ensure that the teaching element enables pupils to make progress whilst at home and be able to access the learning more independently	A strong remote learning offer is in place using videos clips supported by well-planned differentiated activities to provide a clear teaching element to home learning. Pupils are able to independently access the home learning activities through viewing learning video clips provided by the class teacher rather than solely relying on reading instructions.
	B	Increase the number of teachers/teaching assistants to deliver additional catch up interventions in small groups or 1:1	Additional support staff/teachers are in place to support targeted pupils and year groups across the school. Class teachers, who know the pupils well, will deliver targeted intervention. The impact of this additional support will enable pupils to close learning gaps and make at least expected progress before the end of the academic year
	C	Not all pupils engage with home learning and there is not a lot of evidence of the work they have accessed. Consequently, there is limited evidence of the progress they make or support they need.	All pupils engage with home learning and upload their completed tasks for staff to review and feedback on via Seesaw. Parents/carers who struggle with technology [either financially or technically] are identified and support is provided. There is consistent evidence of pupils accessing and completing tasks allowing teachers to track the progress of pupils' learning.
Targeted academic support	D	Some pupils did not access the suggested reading materials provided remotely during lockdown. And pupils missed their guided reading sessions in school. Teacher assessments identify that children are working below their age-related expectations for reading. An analysis of end of Spring (2020) has been taken and reflects that good progress and attainment was being made up to that point.	Pupils are supported to ensure gaps in reading are addressed so that they can move on to securing current year groups expectations and make good progress. 75% of children who were 2+ terms behind at the start of the academic year will now be on track to meet ARE and will have closed the gap.
	E	Children missed sessions of face to face teaching during lockdown. Children did not have regular sessions of phonics based direct teaching which has led to a large group of children who are working below their age-related expectations for reading. Our initial focus is based around catch-up phonics, to ensure that identified children make substantial progress to narrow the gap between themselves and those on track to reach age related expectations	High quality phonics teaching and learning ensures almost all pupils make the expected progress in reading and the narrow the gap between learners. Almost all pupils achieve the national standard through the phonics screening check at the end of Year 1.

	F	End of year outcomes for most pupils were below ARE due to lost learning and key gaps in knowledge	By the end of the academic year, most pupils will be on track to achieve ARE or above in all subjects across the National Curriculum. An additional teacher will be employed to allow class teachers to deliver highly focused intervention for small groups and individual children. This will support closing the gap between groups of pupils.
Wider strategies	G	A small number of pupils have experienced anxiety on returning to school. Some children have displayed attachment issues and others have shown issues around forming and maintaining friendship groups. This is a result of unstructured learning experiences and the chance to limited opportunities to socialise with peers during lockdown.	All pupils are supported to ensure they develop greater resilience and adjust back into the school routines and expectations. Pupils are all able to focus on their learning. Friendship groups are made and strengthened and support pupil's well-being.
	H	Due to children not having as many opportunities for being active during lockdown, their health and well-being has been affected negatively. It is essential school provide high levels of physical activity to promote physical and emotional well-being.	Children's fitness levels improve to pre-COVID levels and their health and well-being are improved

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A Further refinement of home learning and development to ensure that the teaching element enables pupils to make progress whilst at home and be able to access the learning more independently	Develop a contingency plan with staff in the event of a bubble/school closure	A strong remote learning offer is in place using video clips, links to online platforms (e.g. Active Learn), work packs and timely feedback to pupils to provide a clear teaching element to home learning	Planning meeting minutes	CPD time for staff - £1,000	Determined from July 2020 data and Sept 2020 baseline data	SLT	
	Enhanced promotion of learning platforms (Seesaw) whereby children can share their work regularly with parents and gain a sense of achievement from this.	Pupils are able to independently access the home learning activities as they will be provided with teaching rather than just instructions for activities	Subject learning monitoring notes and action plans	Technology devices - £1,000		All subject leaders	
	CPD provided for staff on the expectations of home learning standards	Completed work from pupils home learning reflects high levels of understanding and engagement	Pupils daily newsletters with learning activities on class webpage and Seesaw	Workbooks and stationary packs - £2500		Class teachers	
	Subject leaders to regularly monitor curriculum coverage to ensure home learning is in line with SDP priorities	Staff can respond to pupil's work in a timely fashion to ensure all pupils make	Information shared with parents via Seesaw, school app and school website	Online subject subscriptions – Active Learn - £1400			
	Parents / carers are made aware of the home learning expectations and		Data outcomes per term				
			Staff planning				

	<p>processes and how it can support home learning: share contingency plan and remote learning policy</p> <p>Enhanced promotion of learning platforms (Seesaw) whereby children can share their work regularly with parents and gain a sense of achievement from this.</p> <p>Pupils are aware of expectations if they are learning at home</p> <p>Termly data reviews evaluate the impact of home learning</p>	<p>the expected progress</p> <p>Teachers are easily able to identify and address gaps in learning when the pupils return to school</p> <p>Pupils are taught and learn well.</p> <p>Parents will interact with teachers remotely, seeking advice and support on learning tasks when needed.</p>					
<p>B Increase the number of teachers/teaching assistants to deliver additional catch up interventions in small groups or 1:1</p>	<p>Supply teacher to take one class each afternoon to release the class teacher for highly focused intervention group/individual work</p> <p>Class teacher prioritises targeted intervention for individual pupils to close learning gaps and enable target pupils to achieve at least ARE by</p>	<p>Additional support staff/teachers are in place to support targeted pupils and year groups across the school. The impact of this additional support will enable pupils to close learning gaps and make at least expected progress before the end of the academic year</p>	<p>Data outcomes per term</p> <p>Evidence of pupils work in books shows good progress and attainment</p> <p>Staff planning and intervention paperwork</p>	<p>Supply teacher 3 x PM's weekly – £12,000</p> <p>Resources, CPG maths books - £100</p> <p>Fast Forward Grammar – Intervention - £250</p>	<p>Determined from July 2020 data and Sept 2020 baseline data</p>	<p>SLT School Business Manager</p> <p>Class teachers</p>	

	<p>the end of the academic year</p> <p>Daily phonics 'catch up' activities to plug learning gaps in targeted pupils.</p> <p>Whole staff CPD – Phonics teaching and intervention and resources</p> <p>Timely intervention provided if misconceptions occur during lessons</p> <p>Additional support for target pupils in all key stages who need additional help both emotionally and socially</p> <p>Additional resources, such as CPG workbooks which are to be used to support pupils during interventions</p> <p>Additional training for support staff in delivering specific and targeted interventions</p>	<p>Gaps in learning are quickly identified and targeted teaching reduces the gap quickly.</p> <p>All pupils make the expected progress throughout the year with most achieving ARE by the end of the academic year.</p> <p>Children transition across age ranges including Year 6 to 7 with minimal learning gaps</p>	<p>CPD evidence</p>				
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<p>C Not all pupils engage with home learning and there is not a lot of evidence of the work they have accessed. Consequently, there is limited evidence of the progress they make or support they need.</p>	<p>Ensure all parents and children are connected to Seesaw and understand how to use it to access home learning</p> <p>Staff to intervene and support where difficulties arise</p> <p>Ensure all children have access to reliable technology at home (SIM cards, Ipads)</p> <p>Ensure staff follow up with children and families who are not uploading work</p> <p>Intervention in school to be provided for those children who are known to not engage effectively with home learning TA to support children with IEP's and targeted intervention</p>	<p>All pupils engage with home learning and send their completed tasks via Seesaw for staff to review and feedback on.</p> <p>Parents/carers who struggle with technology [either financially or technically] are identified and support is provided</p> <p>Use of government funded laptops to support identified children and families</p> <p>Evidence from pupil;s books and home learning shows their learning journey and meeting milestones and ARE.</p> <p>Pupils who do not engage well with home learning are supported in school to narrow the gap via targeted interventions</p>	<p>Home learning uploaded via Seesaw</p> <p>Records of communication between school and parents</p>	<p>IT resources (ipads/laptops) £1,500</p>	<p>Determined from July 2020 data and Sept 2020 baseline data</p>		
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<p>D. Some pupils did not access the suggested reading materials remotely during lockdown.</p> <p>There was also no direct teaching or focused small group guided reading activities.</p> <p>Teacher assessments identify that children are working below their age-related expectations for reading. An analysis of end of Spring (2020) has been taken and reflects that good progress and attainment was being made up to that point.</p>	<p>Planning to include emphasis on reading activities in English sessions during the Autumn Term.</p> <p>Promote more opportunities for class novels to be read.</p> <p>Enhance the promotion of unfamiliar vocabulary in order to further close the 'vocab gap'.</p> <p>Ensure across both Key Stages that children receive guided/shared reading sessions that pay particular focus to fluency and comprehension.</p> <p>Target focus children through reading intervention (better reading) and promote / increase reading opportunities throughout the day for these children.</p>	<p>Pupils are supported to ensure gaps in reading are addressed so that they can move on to securing current ARE</p> <p>All children who are 2+ terms behind will have made at least one term of progress across the autumn term.</p>	<p>Tracking data shows pupils are making the expected progress</p> <p>Guided Reading and English plans identify opportunities to support identified children</p> <p>Work in pupils books and on Seesaw</p> <p>Intervention planning and outcomes</p>		<p>Determined from July 2020 data and Sept 2020 baseline data</p>	<p>SENCO</p> <p>English Lead</p> <p>SLT</p> <p>Class teachers</p>	

	<p>Target focus children through daily reading opportunities 'Daily Read'.</p> <p>Parents are informed on how to support children at home via online workshops</p>						
<p>E Delivery of 'live' teaching during lockdown was limited. Children did not have regular sessions of phonics based direct teaching which has led to a large group of children who are working below their age-related expectations for reading. Our initial focus is based around catch-up phonics, to ensure that identified children make substantial progress to narrow the gap</p>	<p>Monitoring of guided reading group progress and comparing this phonics phase throughout the year to check that they complement each other.</p> <p>Monitor the percentage of children who are accessing phase 6 phonics and offer intervention where needed</p> <p>Monitor the percentage of children securing phase 5 phonics.</p> <p>To monitor guided reading records, plans and reading evidence folders.</p> <p>To observe guided</p>	<p>All children who are accessing reading and phonics interventions will have made good progress from their starting points.</p> <p>All children who are 2+terms behind will have made at least one term of progress across the autumn term.</p> <p>The gap between those children reaching ARE and those not is narrowed.</p> <p>Most Y1 pupils will pass the phonics assessment at the end of the year</p>	<p>Tracking data shows pupils are making at least the expected progress</p> <p>Reports from observations and feedback to staff</p> <p>Intervention planning and outcomes</p> <p>Phonic screening results</p>	<p>Class novel sets - £1,500</p> <p>Bounce Back Phonics</p> <p>EYFS – Reading books – phonetically decodable £150</p>	<p>Determined from July 2020 data and Sept 2020 baseline data</p>	<p>Phonics lead</p> <p>KS1 and 2 lead</p> <p>SLT</p>	

between themselves and those on track to reach age related expectations	reading sessions delivered by teachers and teaching assistants and offer feedback Target focus children through phonics intervention (Bounce Back phonics in KS2) (Phonics intervention groups in KS1) · Phonics CPD for KS1 and 2 teachers and teaching assistants. English lessons to be focused around phonics until sounds are more secure Y1 staff to work closely with Rec staff to identify gaps						
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<p>F</p> <p>End of year outcomes for most pupils were below ARE due to lost learning and key gaps in knowledge</p>	<p>Staff identify gaps in learning and plan for opportunities for targeted intervention (in class and out of class PM session)</p> <p>Targeted intervention address and closes gaps in learning</p> <p>Cross curricular opportunities are used to 'plug' gaps and embed KSU</p> <p>Home learning will be of a high quality and reflect in school work as closely as possible</p>	<p>By the end the academic year most pupils will be on track to achieve ARE or above in all subjects across the National Curriculum</p> <p>All pupils will engage with home learning effectively</p>	<p>Assessment data</p> <p>Pupils' work in books and on Seesaw</p> <p>Interventions</p> <p>Planning</p>	<p>Online subscriptions – e.g Mozaic £350</p>	<p>Determined from July 2020 data and Sept 2020 baseline data</p>	<p>Teaching staff</p> <p>SLT</p> <p>Assessment leader</p>	
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Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<p>G</p> <p>A small number of pupils have experienced anxiety on returning to school. Some children have displayed attachment issues and others have shown issues around forming and maintaining friendship groups. This is a result of unstructured learning experiences and the chance to limited opportunities to socialize with peers during lockdown.</p>	Yoga sessions to be delivered to targeted cohorts.	All pupils are supported to ensure they adjust back into the school routines and expectations	Safeguard Software	Increased Yoga sessions - £800	Based on analysis of behaviour and transition paper work provide by previous teachers	SLT	
	Develop parental knowledge on strategies to support the mental health of their child.	Pupils come to school happy and access all activities	External agency referrals	External support – e.g. Confident Minds Youth Coach - £1,500		SENCO	
	Through a tailored PSHE curriculum, children will develop their emotional literacy and explore ways and strategies to alleviate worries.	Reduced episodes of separation anxiety at the front of school	Pupil voice	Sensory equipment - £250		Class teachers	
	Regularly sign-post parents to support via early help.	All pupils develop greater resilience	Engagement in learning				
	Regularly sign-post parents to mental health resources i.e. NHS Every Mind Matters.	Children and families receive the correct support					
Promote success and growth mind set in and out of classrooms i.e. virtual celebration							

	<p>assemblies.</p> <p>Develop staff knowledge and understanding of the 'Good to Talk' initiative.</p> <p>Develop mindfulness, breathing and calming exercises with children i.e. Yoga.</p> <p>Identify children who require social intervention i.e. social stories, adult support, 'talk time' etc.</p> <p>Teachers to deliver 'Health and Fitness' sessions over the autumn term.</p> <p>Confident Minds Youth Coach sessions for children displaying significant anxieties</p>						
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<p>H</p> <p>Due to children not having as many opportunities for being active during lockdown, their health and well-being has been affected negatively. It is essential school provide high levels of physical activity to promote physical and emotional well-being.</p>	<p>Provide information and support for parents regarding healthy packed lunches, break time snacks and meals. Lunch time rewards used to motivate children. Also water bottles – no juice.</p> <p>Work with school council on agreed content of lunch boxes.</p> <p>Through the PE curriculum an, ensure there are opportunities for physical development to be provided for targeted groups.</p> <p>Online fitness sessions to be delivered via school Facebook page which children can access from home.</p> <p>Yoga sessions to be delivered to targeted cohorts.</p> <p>Teachers to support targeted groups in PE lessons alongside coaches. Increased</p>	<p>To improve muscle tone, flexibility, strength and stamina</p> <p>Reduce stress and tension</p> <p>Boost self esteem</p> <p>Improve concentration and creativity</p> <p>Lower fat</p> <p>Improves circulation</p> <p>Stimulates the immune system</p> <p>Creates sense of well being and calm</p> <p>Implement Succeed to help deliver high quality PE sessions</p>	<p>Pupil questionnaires</p> <p>Analysis of baseline data and compare to current</p> <p>Feedback from subject leads from lesson observations</p> <p>End of term assessments</p>	<p>Equipment £800</p>	<p>Data from start of health and fitness units</p>	<p>SLT</p> <p>Class teachers</p>	
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	<p>attendance on Walk on Wednesday.</p> <p>To make the link between exercise and wellbeing.</p> <p>To promote a positive mind-set and well being.</p> <ul style="list-style-type: none"> • Class assemblies • Intervention sessions • Whole class activities – wet plays, morning work, end of the day • Follow up sessions • Whole school days <p>Through PSHE delivery, teach children (age appropriately) about mental health and how to stay mentally healthy.</p>						
				<p>Total spend: £25,100</p>			