



Coronavirus (Covid-19) Catch-up Premium Report

SUMMARY INFORMATION			
Total number of pupils:	143	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£11,360		

STRATEGY STATEMENT
<p>The Intent of our Catch-up Premium Strategy is:</p> <ul style="list-style-type: none">• to accelerate progress to close academic gaps reading, writing or maths which may have emerged during lockdown due to Coronavirus• to reduce emotional barriers to learning which may be contributing to a widening academic gap• to provide high quality support over and above Quality First Teaching• to provide support over and above funding already in place eg Pupil Premium <p>Tier 1: Cowling School strives to deliver a quality first curriculum combined with quality first teaching with additional TA support where necessary.</p> <p>In this tier Catch-up is provided via QFT to all year groups in school with lessons planned according to cohort need with regard to learning missed during lockdown. Emotional well-being is a whole school focus Sept 2020 using resource "Here We Are". Due to Covid restrictions we have tried to keep our bubbles as separate as possible which has meant for the Autumn term we have had to adapt our curriculum with a focus on reading, writing and maths. Some foundation subject areas such as music and dt are blocked and moved into the Spring term once gaps in reading, writing and maths have been effectively closed.</p> <p>CPD</p>



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Tier 2: Following teacher assessment actions are taken to provide intervention for identified pupils with the greatest learning loss. Targeted interventions are run three times a week with at least one session teacher led and the remainder led by experienced teaching assistants. Intervention takes place before school, at lunch time and during the afternoon. There is a focus at Cowling on closing gaps in reading and writing as this is where the biggest loss has been identified as shown in Autumn assessments. Additional resources have been purchased to support catch up intervention: Bounce Back Phonics and Pathways to Progress.

When more information is available from the Government it is expected identified children will also benefit from online tutoring.

If individuals or small groups of children are isolating children receive a curriculum which mirrors as closely as possible the learning going on within the classroom. Learning is delivered via Google Classroom. Chromebooks have been provided to children who were unable to access Google Classroom to allow them to continue learning at home even if their bubble is closed. Where possible Intervention continues for children via Google Meet eg phonics. A daily live session is provided by the teacher and feedback is provided. Work is set by teachers to best meet the needs of the children.

School has identified 63 KS1 and Ks2 pupils in the Autumn term requiring catch up support - which is 44% of our school. Intervention has an assessed starting point and an end of assessment which will show progress.

Planned expenditure for 2020/21

Tier 1: Quality first curriculum implementation					
Catch -up Priority	Actions for implementation	Who? When? (Milestones)	How will progress be assessed?	Costs	Impact and progress



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<p>Identify and address gaps in children's knowledge in reading, writing and maths</p> <p>Ensure all children can access Google Classroom in event of lockdown/closure of bubble</p> <p>Ensure staff are able to deliver QFT via online platform Google Classroom</p> <p>Ensure all children receive QFT</p>	<p>Autumn assessments to identify children who have suffered learning loss as compared to Feb 2020. Teachers and TAs provide QFT - TA timetable adapted to ensure all bubbles have sufficient support Curriculum is adapted to meet need</p> <p>Order 3 devices LAC (Local authority) Order 1 device DfE Provide devices to support 7 children Order 15 chromebooks to ensure all children familiar with Google Classroom</p> <p>CPD sourced via Edtech: Outward Grange and Northern Lights</p>	<p>All class teachers - assessment and interventions in place Oct 2020.</p> <p>Autumn term focus reading, writing and maths. Block foundation subjects into Spring term</p> <p>Teaching staff</p> <p>Teaching assistants all teachers</p>	<p>Formative assessments at the end of a unit (recalls and quizzes) Summative assessments termly.</p> <p>Monitoring of logging into Google Classroom</p>	<p>Additional TA hours Autumn term (see below)</p> <p>15 Laptops/chromebooks purchased and loaned as required £3,079</p>	<p>4 teaching assistants across KS1 and KS2 working in classes providing additional support.</p> <p>Autumn assessments show the greatest learning loss has been in reading and writing. Much of the loss is "forgotten knowledge" which has been addressed through QFT with TA support.</p> <p>All children have access to Google Classroom - apart from where there is a conscious objection to internet being used for children.</p>
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	<p>CPD Autumn: Phonics training NYCC 5 & 12 Oct Edtech Online Pedagogy: Sept 7th and 18th Nov Y3 Writing project HARTS Phillip Webb non-fiction writing: 26/11/20</p> <p>CPD Spring Catch up reading 25th Jan 2021</p>	<p>Y3 teachers all teachers</p> <p>Teaching assistants</p>	<p>Progress in phonics, online teaching provision, writing assessments</p> <p>Progress in reading assessments</p>	<p>NYCC phonics training staff £109.20</p>	
Total budgeted cost:					£3,199 plus staffing
Tier 2: Additional Interventions for individuals or targeted groups					
Catch -up Priority	Actions for implementation	Who? When? (Milestones)	How will progress be assessed?	Costs	Impact and progress
Close gaps in reading, writing and maths through small group and 1:1 support	<p>Before school intervention Lunchtime intervention Additional TA hours</p> <p>Purchase Writing catch up Pathways to Progress</p>	<p>X4 teaching assistants to deliver and release class teachers</p> <p>Autumn term - before, lunch, afternoon</p>	<p>summative assessments at the end of an intervention</p> <p>Formative assessment</p>	<p>TA support 9.80 ph = £406.70 a week (Autumn term 15 weeks =</p>	<p>During the first lockdown in March 2020, families understandably had differing levels of engagement with online learning. This meant</p>



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<p>EYFS curriculum adapted to meet gaps in pre-school learning identified as a lack of fine and gross motor skills on starting school, a</p>	<p>Maths Ks1/2 intervention? KS2 C3 English and Maths intervention KS2 C5 I am doing an arithmetic intervention with 10 children focusing on gaps from assessment and whole class work</p> <p>KS2 Bounce Back Phonics interventions (Phase 4 & 5) Year 3 and Year 4 KS1 Fast Track Phonics interventions Phonics CPD NYCC (teaching staff)</p> <p>Autumn Daily provision of phonics and reading. Targeted intervention to support fine and gross motor skills Targeted intervention to build 1:1 correspondence</p>	<p>3x a week Twice a week</p> <p>Additional TA support (1 teacher + 2 TAs EYFS)</p>	<p>of fluency in skills</p> <p>Formative assessments of phonics at end of sessions Phonics Check Y2 Dec 2020</p> <p>Formative assessment of fluency in basic skills Summative assessments against Early Adopter framework</p>	<p>£6,100.50</p> <p>Pathways to Progress Writing intervention £1,600</p> <p>Bounce Back Phonics £60 Fast Track Phonics £40</p>	<p>that some children who did not engage had larger gaps in knowledge than others. These children have been identified by teachers for targeted intervention and support.</p> <p>Support set up led by teacher 1 session a week, 2 sessions with a TA.</p> <p>94% of Y2 children passed the Phonics Check Dec 2020</p>
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reluctance to mark make, reduced understanding of 1:1 correspondence of number, phonic awareness. writing, handwriting, tripod grip, phonic awareness	understanding of number. Targeted intervention to develop mark making. Targeted intervention to develop writing skills, handwriting, development of tripod grip in line with new EYFS Early Adopter Curriculum.				
Total budgeted cost:					£10,879.50 spent Autumn term



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ADDITIONAL INFORMATION

Internal assessment and reporting software: SIMS

- Evidence from the EEF [families of schools database](#) Graphs shows we are performing well compared to similar schools r,w,m Y6 three year trend, at expected standard and higher standard reading, writing and maths KS2
- Analysis of attendance records 98% Sept, Oct 2020 November 2 week bubble closure: Pupil Sessions missed: Nov 2020 Code 7 (Positive test) 53 sessions, Code 8 (self-isolating) 483 sessions 44 pupils (This compares with 0 Code 7 and 13 pupils missing 61 sessions in October.)
- Year 3 and Year 4 pupils had two weeks self-isolation in November 2020 and moved to online learning via Google Classroom (36 pupils, 6 staff)
- Year 1 and Year 2 pupils had 1 week self-isolation (just before the Christmas holiday) December 2020. Isolation period is now 10 days. (30 pupils, 4 staff)
- National Lockdown January 5th to March 8 2021 (only key workers in school the remainder remote learning via Google Classroom)
- Autumn Support staff shortages mitigated through staff taking on extra hours and 1 additional TA to support SEND pupil.
- Teacher staff shortages covered by SLT and support staff Autumn term.
- Year R and five Y1 pupils plus two member of staff isolated following a positive case on Tuesday May 4th. This meant a 10 day isolation period and remote learning for this class plus two other pupils in Class 5 and Class 4 who had attended a child minder.