

# Covid-19 catch up Premium Report 2020



At London Colney Primary School, the children are at the centre of everything we do. The school has a strong ethos of inclusion with high expectations and aspirations for all the different groups of children within our school community. With this in mind, we focus on vulnerable groups and consider, very carefully, how and what school resources we can use to enhance every individual's achievements.

We aim to effectively spend the catch up funding in order to reduce barriers to learning for all pupils. This aims to ensure that all pupils are making expected progress and catch up from their time in lockdown.

## Context

When making decisions about using catch up premium funding it is important to consider the context of the school and the subsequent challenges faced by our children. Common barriers for children at London Colney Primary & Nursery School include the following: less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, low starting points and attendance and punctuality issues. There are also complex family situations that at times prevent these children from progressing.

Number of pupils and catch up premium grant received			
	London Colney		
Total number of pupils on roll	163		
Amount per child reception to Year 6	£80		
Total amount of PPG received	11840		

## Objectives and Principles

Our key objective in using the catch up Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school. It is also the aim to ensure that we cater for all academic abilities, including challenging high attaining children.

In order to make decisions relating to catch up funding, we have analysed our data comprehensively, made use of a range of research into good practice in catch up premium funding, including the Sutton trust research on 'within school variance' and the Sutton Trust toolkit and EEF .

Further to this we outlined key principles which we then focused on in order to successfully narrow the gap and maximise the impact of our catch up premium spending.

- ✓ The ethos of the school is built upon the belief that all staff believe in all children and there are no excuses made for under-performance
- ✓ Analysing Data: We ensure that:
  - All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school (e.g. pupil progress meetings)
  - We use research (such as the Sutton Trust Toolkit and EEF) to support us in determining the strategies that will be most effective
- ✓ **Identification of Pupils: We ensure that:**
  - ALL teaching staff and support staff are involved in analysis of data and identification of pupils- this is done through pupil progress meetings and CPD
  - ALL staff are aware who our vulnerable children are
  - ALL children benefit from the funding, not just those who are underperforming
  - Underachievement at all levels is targeted (not just lower attaining pupils)
- ✓ **Improving Day to Day Teaching:** We continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Headship Team, Leaders of Learning and SLT to:
  - Set high expectations
  - Address any within-school variance
  - Ensure consistent implementation of the non-negotiables, e.g. response marking
  - Share good practice within the school and draw on expertise within the school
  - Provide high quality CPD
  - Improve assessment through levelling and moderation across the school
- **Supporting great teaching**
- Great teaching is the most important we have to improve outcomes for our pupils.
- Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.
- Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology.
- Ensuring teachers have training and support to adjust to the covid changes will improve the quality of teaching as all pupils return to school.
- Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

- ✓ **Increasing learning time:** We maximise the time children have to “catch up” through:
  - Improving attendance and punctuality
  - Providing earlier intervention (KS1 and EYFS)
  - Extended learning during out of school hours
  - After school clubs, evening booster sessions
  
- ✓ **Individualising support:** We ensure that the additional support we provide is effective by:
  - Looking at the individual needs of each child and identifying their barriers to learning
  - Ensuring additional support staff and class teachers communicate regularly
  - Matching the skills of the support staff to the interventions they provide
  - Providing extensive support for parents to develop their own skills, support their children's learning within the curriculum and to manage in times of crisis
  - Tailoring interventions to the needs of the child
  - Recognising and building on children's strengths to further boost confidence (E.g. Using the SPD team, learning mentor, inviting them to after school clubs)

### **Pupil assessment and feedback**

- Assessment will help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.
- Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.
- subject-specific assessments to be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy to be used to identify pupils who would benefit from additional catch-up support.
- Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.
  
- **Transition support**
- All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.
- Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—will be an effective way to ensure pupils start the new year ready to learn.
- Transition events focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. parent consultations
- Additional transition support include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible

### **Mental health**

Ensuring children's emotional social needs are met in their return to school.

Interventions in place for extra support

**Spending and Impact**

Item/Project	Cost	Objective	Impact
<b>DHT/AHT</b>	£4010	Quality daily teaching and sharing expertise: → Setting high expectations → Developing teachers' practice → Ensuring consistent implementation of school initiatives → Facilitating sharing good practice → Improving quality of assessment → Planning for and delivering interventions → Quality assurance → Data analysis → Monitoring and evaluation	Improved quality first teaching: ✓ 100% good or outstanding teaching ✓ Consistent implementation of practice and expectations across school (Lesson observations / Progress meetings/ Learning moderations)
<b>SLT - Teaching and Learning lead practitioner</b>	£1000	Improving teaching and learning to ensure consistently good or better teaching through: → Implementing coaching and mentoring across the school → Implementation of curriculum → Whole school interventions → Conducting progress meetings → Conducting learning moderations Conducting learning reviews  Additional training and mentoring for NQTS	Improved teaching: ✓ 100% good or outstanding teaching ✓ Coaching and mentoring has been successful with all lessons being graded 'good' or 'outstanding' after good practice was shared. ✓ Progress meetings and learning moderations have secured judgments and ensured teachers are focusing on vulnerable children or those fallen behind in lockdown. ✓ Teachers review the interventions for targeted pupils each term and measure the impact of their thorough analysis of data. ✓ Nqts teaching is securely good .
<b>RWI/Phonics/DSR/fresh start</b>	<b><u>£500</u></b>	Improved phonic knowledge to increase attainment to close the gap in Year 1 Phonic Screening as well as increase reading results across the school.	✓ 100% of pupils predicted to achieve the pass mark in the phonics screening test in Year 1.

		Training and resources for Literacy & Language, and RWI Phonics.	
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Item/Project	Cost	Objective	Impact
<b>Additional TAs</b>	£5000	Personalised support at all levels – particularly KS1.  Additional hours of support provided for pupils who have specific SEND needs.	✓ The gap in achievement between all pupils and PP pupils is narrowing in KS1.
<b>SLT Lead for mental health</b>	£680	Having a lead to ensure mental health is high on the agenda and tracked to ensure best use of funding.  Report analysis to measure the impact of interventions and future plans  Accountability within the school for the provision of mental health to our pupils.	<ul style="list-style-type: none"> <li>✓ A designated lead in mental health has ensured that all teachers and support staff know who the vulnerable pupils are within their class/year group and their barriers to learning.</li> <li>✓ Staff training was conducted to discuss the importance of mental health strategies and what we can do to support these pupils.</li> <li>✓ The progress of all pupils is tracked as is the expenditure of funds to ensure that the strategies used are impacting on closing the gap in attainment.</li> </ul>

Item/Project	Cost	Objective	Impact
<b>Parent consultations</b>	£200	Parent consultations across year groups to support reading, writing, phonics and maths.	Parents informed of what support is needed to ensure progress is made % of aRE Parent questionnaire parents feel informed about their child learning
<b>Child conferencing and pupil assessment</b>	£400	teacher to cover class teachers to enable pupil conferencing and pupil progress meetings every three weeks to give platform to dialogue and identification of gaps, identify barriers , identify children that we didn't expect to fall behind in lockdown.	Children tracked and show accelerated progress for R/W/M
<b>Peer tutoring</b>	£50	Year 6 pupils to peer tutor PPG children how to read.HT to train year 6 children to become peer tutors	80% of PPG children for reading
<b>Total</b>	<b>£11840</b>		