

COVID-19 catch-up premium and school-led tutoring grant : Stifford Clays Primary School 2020-22

Revised September 2021

Last reviewed December 2021



Summary of grants

Total catch-up premium grant:	£48,480 based on 606 pupils
Total School-led tutoring grant:	£9,922.50

STRATEGY STATEMENT

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There is a growing evidence around the impact of school closures on the learning outcomes of pupils.

Research shows a consistent pattern:

- Pupils have made less academic progress compared with last year's groups;
- There is a large attainment gap for disadvantaged pupils, which seems to have grown.

Our strategy is based on:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

One to one and small group tuition

- Intervention programmes

Wider strategies

- Supporting parent and carers
- Access to technology

Our overall aims of the catch-up premium strategy:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19-related school closures and the on-going impact of the pandemic.

Barriers to learning

- Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.
- Covid related absence for children has impacted significantly on attendance.
- Covid related absence for staff has impacted significantly on our ability to deliver the high quality teaching and learning support we would expect pre-pandemic.

- Some children have experienced trauma, including death or immediate family members.
- Not enough TAs to fully deliver additional catch up programmes in small groups or 1:1.
- Some pupils had limited access to reading materials during the summer term 2020 and therefore, their reading ages are lower than expected.
- A small proportion of pupils did not engage with the online learning materials provided. This has resulted in some pupils working well below ARE.
- Speaking and Listening results in Reception have dropped significantly as the children have not had access to quality EY provision from Nursery settings.
- Staff require CPD to develop a greater understanding of children's' mental health needs.
- Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.
- Children have spent a lot of time during Covid indoors and using technology for both school work and entertainment. Many have become dependent on this resource and are lacking the confidence to take risks and be independent.

Planned expenditure for 2020-22

Quality of teaching for all					
Action	Intended outcome and success criteria	The evidence and rationale for this choice	Cost	Staff lead	To be reviewed
March 2020 Remote learning offer to be provided collaboratively across the three primary schools	High quality offer through the production of jointly made video-based teaching as GC platform not in place.	With the lockdown having little warning, our remote learning provision cannot be fully "on line". We need to make the best offer possible with the resource available.	NIL	EHT	June 2020 Feedback from parents and pupils has been extremely positive and good levels of engagement although this has not be possible to track specifically due to the provision being home-based.

<p>December 2020 CPD provided for staff on the effective use of the new online learning platform. Children and parents are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively. Home learning (homework) and communication with parents is enhanced (parent / pupil surveys)</p>	<p>Google Classroom as learning platform.</p> <p>Effective parental engagement supports learning. EEF Teaching and Learning toolkit Parental engagement +3 Homework Primary + 2</p>	£2,500	NH	<p>February 2021</p> <p>All staff able to use GC to deliver remote learning. 95% of pupils access the platform daily.</p>
<p>December 2020 To audit access to devices to allow children to use GC</p>	<p>All children have adequate access to a device to use GC and complete remote learning</p>	<p>Need to identify those families without access and those with multiple children and only one device.</p>	£10,000 (20 devices needed)	HoS	<p>December 2020</p> <p>Completed and devices allocated as needed. All families, who wish to, have a device.</p>
<p>July 2020 Recovery curriculum to be developed and implemented for Sept 2020</p>	<p>All children to be taught that which they most need to catch up on with a focus on R, W and M.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	£3,500 (overtime payments needed for TA training)	EHT/HoSs	<p>End October 2020</p> <p>Delivered and data indicates accelerated rates of progress.</p>
<p>September 2021 and on going Additional opportunities to develop NQT /RQT practice as this is being curtailed and they would benefit from additional mentoring and support</p>	<p>NQT's / RQT's feel supported and developed their teaching ability. They have weekly training sessions and are supported by a personal learning mentor in addition to Advisory Teacher for Teaching and Learning</p>	<p>We must ensure that our succession planning pay attention to ensuring high quality trainees and NQTs continue to be produced and supported despite the pandemic significantly impacting on their experiences as they train and develop.</p>	£8,000 (contribution towards AT for T&L salary)	EHT	<p>July 2022</p>

Total budgeted cost: £21,500

Targeted support					
Action	Intended outcome and success criteria	The evidence and rationale for this choice?	Cost	Staff lead	Review date
September 2020 on going Play therapy sessions to be offered to children who most need it	To address trauma and negative impact of lockdowns and pandemic more widely.	EEF Teaching and Learning Toolkit Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Sept – Dec 2020 Cost per play therapy course – 10 sessions - £450 x 6 children = £2,700 April – July 2021 Cost per play therapy course – 10 sessions - £450 x 6 children = £2,700	JF	December 2020 The impact on the targeted children has been seen in their ability to settle in class, access the curriculum and learn. July 2021 5 of the 6 children have been able to access the main classroom and are achieving well. One child is now accessing DPS nurture provision wef Sept 2021.
April 2021 on going Maths assessments used 6 weekly to identify children in need of support and to identify gaps in knowledge and understanding	Pupils in need of 1-2-1 and small group support are identified, Teachers can plan to target gap filling.	EEF teaching and Learning toolkit Maths interventions +2 Feedback +8 1:1 tuition +5 Teaching assistants +1	No £ cost – PPA time to be used for planning.	VH/KA	June 2021 Assessments in place and being used to determine provision.

June 2021 on going Additional teaching capacity to work with small groups and individuals (school-led tutoring)	One to one and small group tuition given to individuals to provide intensive support.	EEF Teaching and Learning toolkit – One to one tuition (+5) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	£40,500	HoS	August 2021 Staff absence has hindered this to some extent and limited time – half a term with the summer break means that impact, whilst being evident, is not as strong as we would have hoped. December 2021 Staff absence has continued to hinder this but senior staff are covering where they can. Progress of pupils receiving targeted tuition is good. March 2022
September 2021 Key stage 2 staff to be trained to use Fresh Start	All Key Stage 2 staff are aware of the children who need to be targeted for reading intervention and able to use Fresh Start	Reading comprehension +6 Feedback +8	£1,500 for a day's consultancy/training	FB	October 2021 Training completed and programme is having a demonstrable impact on pupils' reading ability
Total budgeted cost:					£47,400

Other approaches					
Action	Intended outcome and success criteria	The evidence and rationale for this choice?	Cost	Staff lead	Review date

<p>September 20201 Ensure that children's levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life</p>	<p>Each child in school undertakes at least 2 hours of physical activity led by our newly appointed PE team and the PE Passport scheme of work.</p>	<p>EEF Teaching and Learning toolkit – Outdoor adventure Learning +4 Sports Participation + 2 Interventions which target social and emotional learning -SEL +4)</p>	<p>From main budget with the exception of the cost of the inter-primary competitions - £300 for transport, prizes.</p>	<p>EHT</p>	<p>December 2021 Pupil feedback is very positive and the team has settled well. First inter-primary competitions for years 5 and 6 delivered.</p> <p>March 2022</p>
<p>September 2021 Ensure that the most vulnerable children are targeted for access to the free after school enrichment clubs</p>	<p>Every child to be offered a free enrichment club after school each week and the most vulnerable to be targeted in terms of offer and take up to maximize impact on well-being.</p>	<p>Harvard Research Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project - SEDL Letter, Afterschool, Family, and Community, Volume XX, Number 2, August 2008</p>	<p>From main budget except overtime (1-2-1 support staff to attend with 1-2-1 pupils) - £1,000.</p>	<p>HoS</p>	<p>December 2021 Take up in the first term has not been as strong as we would want. Those attending had reported a high level of enjoyment and engagement. The “window” for applications for vulnerable children to apply will be in the last week of term and will be supported by targeted calling and support for parents. Other children will be able to apply from 4th January 2022.</p> <p>March 2022</p>
<p>Total budgeted cost:</p>					<p>£1,300</p>