

Cotwall End Primary School COVID catch-up premium spending: summary

SUMMARY INFORMATION

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|--------------------------------|---------|--|-----|
| Total number of pupils: | 410 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £32,800 | | |

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. *Quoted from the DFE Website*

Our Covid-19 catch-up priorities are to identify those pupils who have been most affected by the lockdown of summer 2020, through a baseline testing and assessment exercise in September 2020. This will inform the interventions process and enable effective and immediate delivery of targeted interventions in order to close the attainment gap.

Barriers to learning

We used the following methods to identify barriers to learning:

- Internal assessment and reporting software – NTS assessment and reporting exercise was carried out in September 2020.
- Staff, pupil and parent consultation
- Attendance records
- Guidance from experts – the EEF have issued guidance on identifying and closing barriers to current and future attainment.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers

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|---|---|
| A | Specific teaching and learning has been missed, literacy and numeracy skills have stalled through lack of practice, availability and access have suffered across the board. |
| B | Significant gaps in knowledge caused by whole units of work not being taught |
| C | Curriculum experiences have been missed, to enhance the curriculum experience for children |

ADDITIONAL BARRIERS

External barriers

| | |
|---|---|
| D | Lack of access to technology for summer 2020 learning to take place |
| E | Lack of access to suitable learning environment |
| F | Attendance – support to ensure this remains at current high levels |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
|--|---|--|---|---------------------|------------------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Extra resources in the form of literacy books and numeracy software | Increased ability to deliver high-quality lessons | Education Endowment Foundation COVID-19 support guide identifies supporting great teaching as a support strategy, which can be addressed within the classroom and assisted via this method | Increased access to resources within the classroom will be reflected in higher quality lessons | Headteacher | Termly via pupil progress meetings |
| Extra IT equipment available in classrooms in order to assist existing programme of interventions delivered by teaching assistants | This will lead to quicker targeting and increased ability to close the gap in attainment of children in class | Education Endowment Foundation COVID-19 support guide identifies access to technology as a barrier to learning, which can be addressed within the classroom via this method | Teaching assistants will be using on-line platforms in order to deliver and target immediately the children that need most help | Individual teachers | Termly via pupil progress meetings |
| | | | | | |
| Total budgeted cost: | | | | | £7,500 |

| Targeted support | | | | | |
|---|--|--|--|--|--|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Targeted programme of whole – school interventions based on NTS assessment feedback autumn 2020 | Gaps in attainment identified will be closed and identifiable progress made by children. Literacy and Numeracy gaps to be targeted immediately | Education Endowment Foundation COVID-19 support guide identifies extensive evidence supporting the impact of high-quality intervention programmes | High Quality teaching assistant has been recruited for academic year 2020-21 to deliver small group interventions and one-to-one tuition based on the findings of the NTS assessment exercise. | Headteacher – Teaching Assistant to deliver | This is being reviewed along with the overall data and pupil progress arrangements |
| Early Years and Key Stage1 1-to-1 support of identified children for early support | Closure of gaps in development identified as a result of the lockdown in summer 2020 | Education Endowment Foundation COVID-19 support guide identifies extensive evidence supporting the impact of high-quality one to one and small group tuition | Existing proven staff, who already know the children well, have been allocated extra hours to July 2021 in order to spend one-to-one time with children with most need | Headteacher – Teaching Assistant to deliver | This is reviewed on an ongoing basis |
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| Total budgeted cost: | | | | | £24,900 |

| Wider Strategies | | | | | |
|--|--|---|---|------------|----------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Ensure delivery of broad and balanced curriculum upon return to class | Return to routine and bedding back in of school curriculum and school attendance | Attendance rates should be mirroring national targets as per previous years. Education Endowment Foundation COVID-19 advice identifies improving and maintaining attendance as a priority for removing barriers to learning | Usual channels of attendance monitoring and support; additional access to SEN support, mental health and counselling for pupils who need it., | Teachers | Termly |
| Explore opportunities to enhance the curriculum experience through visiting speakers | Enhanced experience of pupils and positive impact of mental health | Parents and carers, along with pupils, identified they had missed out on the enhanced experiences along with the teaching and learning | Teachers will come up with ideas and risk assessments carried out to ensure Covid protocols are followed | SLT | Termly as per guidance |
| Total budgeted cost: | | | | | £5,000 |

ADDITIONAL INFORMATION

- School has carried out an NTS assessment exercise in September 2020 to baseline the effect of the lockdown and identify gaps in attainment and learning. The results of this are driving the school's plan for recovery
- School pupils are being surveyed regarding experience and mental health requirements and provision to establish whether support is necessary.
- Pupil Progress meetings are being extended to cover the gaps identified from lockdown and how these are being closed, in addition to support from the "usual" pupil premium and other priorities