



Culverstone Green Primary COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	205	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,400		

STRATEGY STATEMENT

Include a brief overview of your catch-up premium strategy. For example:

- To raise the attainment of all pupils mostly affected by school closure and/or isolation.
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To support the wellbeing of pupils (emotionally, mentally and socially) and decrease the negative impact of lockdown on our pupils.
- On-going analysis of gaps in learning to support targeted teaching (All years)
- Preparation for secondary transition (Year 6)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Sept baselines showed slower progress and gaps in Maths learning
B	Disadvantaged pupils are now more at risk of not achieving expected standard due to lockdown
C	Year 1 have missed phonics teaching and language development which impacts on Literacy work
D	Gaps shown in writing across the school upon return to full schooling in September 2020

ADDITIONAL BARRIERS

External barriers:

D	Mental and emotional well-being of pupils (and family) during long-term national crisis
E	Vulnerable pupils have required more additional support and provision (including external services) since returning from lockdown
F	Access to enough devices during lockdown was patchy across some household to be able to engage meaningfully with remote learning

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?
Employ a HLTA to support teaching and learning in Year 5 and 6, which will enable redeployment of staff to Year 4 and year 2.	<p>% of pupils achieving the expected standards in R,W,M will increase.</p> <p>Gaps identified in Sept baselines will be targeted.</p> <p>Additional targeted interventions in place for identified pupils.</p> <p>Pupils engagement and reintegration is increased.</p>	<ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools <p>Year 6 has been identified as a year group with pupils who have a number of vulnerabilities and additional needs, including pupils known to the safeguarding team.</p> <p>Year 4 has been identified as a year group with growing additional needs and vulnerabilities.</p> <p>Years 4-6 missed a significant amount of direct teaching time during the national lockdown and some have struggled with the transition back to school.</p>	<p>Deployment of staff who will be directed by class teachers.</p> <p>Monitored by SLT, including through learning walks.</p> <p>Pupil progress meeting held termly.</p> <p>Provision maps are updated, provision monitored and evaluated. Outcomes monitored to identify support moving forward.</p>	AW LD PJ	Termly
Total budgeted cost:					£10,600
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?

<p>X1 Part time HLTA employed to support a cohort of pupils in year 5 / 6</p>	<p>Identified pupils will make at least expected progress or greater.</p> <p>Gaps in learning identified in Sept baselines will begin to decrease.</p> <p>Targetted in class support to enable identified pupils to achieve the expected standard+</p> <p>Improved engagement in class for targeted pupils.</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>The current Year 6 spend a considerable amount of time outside of school during lockdown. Home learning and engagement with it was patchy.</p> <p>September baselines show pupils achieving below the expected standard.</p> <p>Considerable emotional difficulties and anxiety witnessed about the Year 6 cohort (particularly boys).</p>	<p>HLTA will work alongside experienced Year 6 colleagues / Deputy HeadTeacher on planning and provision.</p> <p>Monitoring</p>	<p>P. Jack HeadTeacher</p>	<p>Monthly</p>
Total budgeted cost:					
Other approaches					
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?

<p>Redeployment of staff due to the employment of Year 6 HLTA.</p> <p>Additional Year 4 TA 5x mornings per week</p>	<p>To support pupils in class during teaching time to access work and make sufficient progress towards the expected standard.</p> <p>To offer additional interventions, as needed, to promote pupil catch up and accelerated progress from starting point.</p> <p>Gaps in learning identified in Sept baselines will begin to decrease.</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>Year 4 has a significant amount of additional needs, this additional adult support will add capacity to the provision offered and greater in class support.</p> <p>Emotional and mental well being needs are high in Year 4 as a result of the lockdown and ongoing COVID crisis.</p>	<p>Clear interventions are in place for identified pupils under the direction of the Inclusion Leader.</p> <p>Learning Walks</p> <p>Pupil Progress meetings and SEND reviews.</p>	<p>HeadTeacher</p> <p>Inclusion Leader</p>	<p>Monthly</p>
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<p>Redeployment of staff due to the employment of Year 6 HLTA.</p> <p>Additional Year 2 TA 5x mornings per week</p>	<p>To support pupils in class during teaching time to access work and make sufficient progress towards the expected standard.</p> <p>To offer additional interventions, as needed, to promote pupil catch up and accelerated progress from starting point.</p> <p>Gaps in learning identified in Sept baselines will begin to decrease.</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>Year 2 has a significant amount of additional needs, this additional adult support will add capacity to the provision needed and in class support.</p> <p>Emotional and mental well being needs are high in Year 2 as a result of the lockdown and ongoing COVID crisis.</p>	<p>Clear interventions are in place for identified pupils under the direction of the Inclusion Leader.</p> <p>Learning Walks</p> <p>Pupil Progress meetings and SEND reviews.</p>	<p>HeadTeacher</p> <p>Inclusion Leader</p>	<p>Approximately £2800</p>
<p>ELSA training for staff to facilitate emotional and welfare support within each phase</p> <p>X2 TAs</p>	<p>Pupils will be supported to regulate and have strategies to deal with their emotions and express negative emotions in a safe and appropriate manner.</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>Emotional and mental wellbeing is a concern since coming back after lockdown.</p> <p>There is a local difficult (in some instances) in accessing appropriate external services to support pupil's general mental health and wellbeing.</p>	<p>Ongoing Monitoring by Inclusion Leader.</p> <p>ELSA training will have local authority supervision</p>	<p>Inclusion Leader</p>	<p>From term 3 onwards</p> <p>Training £100 per person (course is strictly limited to participant numbers).</p>

<p>Additional emotional wellbeing support and offered across the school.</p> <p>Year 6 – Lunchtime nurture support and wellbeing support</p> <p>Year 3 /4 – extra lunchtime support and wellbeing support</p> <p>Year 2 – Additional wellbeing support</p> <p>Year 1/ 2 – Lunchtime wellbeing support</p>	<p>Pupils will be supported to regulate and have strategies to deal with their emotions and express negative emotions in a safe and appropriate manner.</p> <p>Pupils will be supported to engage appropriately with their peers.</p>	<ul style="list-style-type: none"> • DfE’s catch-up premium guidance • EEF’s COVID-19 support guide for schools 	<p>Inclusion Leader</p> <p>SLT</p>	<p>Inclusion Leader to monitor impact of interventions and wellbeing provision.</p> <p>AW / PJ</p>	
Total budgeted cost:					£3000

ADDITIONAL INFORMATION

Evidence used to inform decisions

- New NTS test will be used across the school
- Target Tracker will be used to record baseline assessments of pupils and ongoing assessment
- Review of targeted pupils’ data will be looked at subsequent data drop and through pupil progress meetings
- Evidence from the EEF families of schools database
- Feedback from staff /parent consultations held in Term 2
- Guidance from Trust advisor / monitoring from Governors and trust Executive leadership
 - Data analysis used from term 2 (December 2020) to inform need for ongoing support, evaluating provision in place.