



Great Orton Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	24	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£1920		

Introduction

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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations

DFE Funding Guidance

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Targeted Approaches

- One to one and small group tuition
- Intervention programmes

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

STRATEGY STATEMENT

At Great Orton Primary School we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our school priorities for use of catch-up premium are:

- Improve recall of addition and subtraction facts/multiplication and division facts.
- Improve Reading Comprehension skills.
- Develop stamina in writing
- Develop social and emotional skills.
- Return to teaching the full curriculum by Summer 2021.
- Ensure all pupils have access to Technology at home.

The core approaches we are implementing are:

- Systematic and diagnostic assessment methodology in Reading, Writing, Spelling and Mathematics.
- Introduction of TT Rock Stars App and class based teaching to improve multiplication/ division facts.
- Implementation of ‘Cracking Comprehension’ to explicitly teach Comprehension skills.
- Use of high- quality reading into writing teaching sequences and cross curricular opportunities to write for a purpose.
- Implementation of the 3D PSHE Curriculum and ‘Relax kids’ program to improve social and emotional outcomes.
- Development of the Dimensions Curriculum to take into account missed learning.
- Investment in I- pads for pupils and families to use to support remote learning and use of Doodle learning suite and TT rock stars.
- 1-1 and small group tuition in the summer term for those children who, despite quality first teaching, are still falling behind

The overall aims of our catch-up premium strategy are:

- 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 school closures

Barriers to learning

Mathematics	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in 'white Rose and TT Rock star' assessments.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading comprehension assessments have shown that children are working below expectations.
writing	Children have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Pupil social, emotional and behavioural needs	Children have been isolated at home, accessing friends, family and school through online platforms and social media. Children have missed friends and need to develop their social and emotional skills to integrate back into school life with school rules. This can be difficult for children with SEND.
Foundation Curriculum Subjects	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.
Access to Technology	Some children had no access to technology to view online zoom lessons with the teacher or access educational Apps to consolidate learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	The majority of KS2 pupils did not attend school from March 2020 to July 2020. All children did not attend school from January 2021 to 8 th March 2021, due to additional school closure as a result of a National COVID-19 lockdown.
B	Low attainment in mathematics and reading prior to School closure and National COVID-19 lockdowns.
C	There are a high number of children with limited emotional resilience and low self esteem; This impacts on their stamina and persistence.
D	The need to identify and teach gaps in learning caused by lockdown, by using diagnostic teaching, testing and revisiting methodology.

ADDITIONAL BARRIERS

External barriers:

D	Access and engagement with Technology to view online zoom lessons and access educational Apps.
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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?
Implementation of systematic and diagnostic assessment methodology in reading, writing, spelling and mathematics.	To use assessment diagnostically prior to, during and after new learning to identify learning next steps. All pupils understand how to improve their work and reflect on their success.	Well-timed and verbal, where possible, feedback is proven to increase pupil progress significantly	<ul style="list-style-type: none"> . Staff training and discussion to evaluate historical assessment methodology. . Implement assessment methodology using online tools and monitoring Apps to support. .Review Assessment methodology and impact on pupil outcomes. . Write updated Assessment Policy 	AHT LS JN	July 2021
Implementation of TT rock stars program in class and at home.	All children will be fluent and accurate in their recall of multiplication and division facts.	Positive Impact of using TT rock stars in evidence at AHT previous school, when used as a whole school, home school approach.	<ul style="list-style-type: none"> .LS lead staff training to introduce and familiarize staff with TT rock stars program, teaching expectation and monitoring. . LS to outline expectations of deliver of program in class, daily. . Baseline assessment at start of program. Ongoing formative assessment. .Final summative assessment 	LS AHT JN	Termly July 2021

Implementation of 'Cracking comprehension' reading comprehension program.	All children will improve their reading comprehension skills. There will be an increase in children working at ARE in reading comprehension.	A strategy that improves the quality of teaching reading comprehension across the school will have a wide ranging impact beyond COVID-19.	<ul style="list-style-type: none"> . CT lead staff training to introduce cracking comprehension materials and teaching expectation. . CT outline expectations of delivery of program, in class daily. . Baseline assessment. . ongoing formative assessment Final Summative assessment Monitoring of teaching – May 2021 Reading comprehension CPD (Autumn 2021) . 	CT AHT	Termly July 2021
Implementation of high -quality reading into writing teaching sequences to teach writing.	To motivate and set high expectations in teaching of reading and writing. To develop SPAG skills alongside writing skills to improve writing outcomes.	A strategy that improves the quality of teaching reading and writing across the school will have a wide ranging impact beyond COVID-19. Teaching sequences will progressively structure children's learning.	<ul style="list-style-type: none"> . Map reading into writing Teaching sequences to cover missed learning. .Assess baseline writing level prior to Teaching. .Undertake Formative assessment and feedback throughout. . Reflect on Learning after Summative assessment. . Time for teachers to plan and resource 	AHT CT	Termly JULY 2021
Develop Dimensions Curriculum to take into account, missed learning.	To develop pupil learning and progress in the foundation subjects, filling gaps in learning as they are identified.	A strategy that improves the quality of teaching across the curriculum will have a wide ranging impact beyond COVID-19.	<ul style="list-style-type: none"> . Use of assessment and Mind maps to identify previous learning and retention. . Time for Teachers to plan and resource learning. Flexibility to cover previous objectives prior to coverage of current objectives. 	AHT	Termly July 2022
Total budgeted cost:					£3,860.74

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?
Additional TA support to deliver 1-1 Reading Intervention/ Reading Comprehension program for children working significantly below age related expectations.	<p>Improve progress in Reading Comprehension skills for all pupils (PP and SEND).</p> <p>Reduce the gap between children working significantly below (all pupils PP and SEND) and children working at ARE.</p>	<p>EEF</p> <p>Evidence indicates that small group and 1-1 interventions can be powerful tool for supporting pupils. It is likely that some pupils will require high quality, structured targeted interventions.</p>	<ul style="list-style-type: none"> . Interventions timetabled into week. . Reading/ Comprehension program Systematic and rigorous. . Baseline Assessment undertaken at start of intervention. <p>Formative assessment undertaken throughout program.</p> <p>Summative assessment at end of intervention</p>	AHT WC	Termly July 2021
Additional TA support to deliver small group/ 1-1 intervention for children working below age related expectations even though they are receiving quality first teaching.	<p>Improve progress of all children, PP pupils and SEND.</p> <p>Reduce the gap between children working below expectations (all children including SEND and PP) and children working at ARE.</p>	<p>EEF</p> <p>Evidence indicates that small group and 1-1 interventions can be powerful tool for supporting pupils. It is likely that some pupils will require high quality, structured targeted interventions.</p>	<p>Interventions timetabled into the week.</p> <p>Structured Intervention programs; Socially speaking, Phonics Intervention, White Rose Mathematics.</p>	AHT LS JN	Termly July 2021
				Total budgeted cost:	£3,774

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?
Supporting pupils social and emotional needs through the implementation of the 3D PSHE curriculum.	The 3D PSHE curriculum is embedded into school curriculum, improving pupils emotional and social wellbeing.	Whole school approach to PSHE will improve pupils social and emotional wellbeing year on year progressively, and will reach beyond COVID-19.	<ul style="list-style-type: none"> . Staff Training to introduce ethos, lesson plans and weekly teaching. . Alignment of assemblies alongside key themes. . Focus on Relationships to support children returning to school. . Update PSHE and relationships and Sex education policy. . Consult with parents to update Sex and relationships policy. . Teach missed units Summer 2021. 	AHT LS CT JN	July 2021
Supporting pupils social and emotional needs through 'Relax kids' program delivered to all children and 1-1, where needed.	Improve self-understanding and self-regulation of behavior through positive affirmation, calming and mindfulness.	Whole school approach to PSHE will improve pupils social and emotional wellbeing year on year progressively, and will reach beyond COVID-19. 1-1 Interventions to support pupils where needed.	<ul style="list-style-type: none"> . Discussion with Mel Rickerby, approach and teaching sequence. . children identified for 1-1 support. . Consultation with parents. . Yr6 transition focus June 2021. . review impact on pupil wellbeing July 2021. 	AHT MR	July 2021
Supporting pupils social and emotional needs and Scientific knowledge of plants through development of the Great Orton Vegetable garden with Mrs Penlendton.	Improve social emotional wellbeing. Improve scientific knowledge of the growth of fruit and vegetables. Learn outdoors.	Whole school approach to PSHE will improve pupils social and emotional wellbeing year on year progressively, and will reach beyond COVID-19.	<ul style="list-style-type: none"> . Discussion with Mrs Penlendton re plan for garden, resources and groupings. . Timetable for children to access the garden in small groups. 	AHT JP	July 2021

Purchase I-pads with keyboards that are compatible with educational Apps.	All children will be able to access learning from home.	I-pads will be used for home school learning in and out of Lockdown. Children will be able to access learning apps and online videos and support materials can be used to support homework. Development of the Seesaw App will support online feedback.	.4 I-pads received from DFE scheme. . Cumbria LIS grant £1500 to purchase I-pads. JN to audit current I-pad stock. . Contact Apple School : Mr Squires to support project. . Purchase I-pads Summer Term 2021 . Set up I -pads for Home /school learning.	JN	July 2022
budgeted cost:					£5,440
Total budgeted cost					£13,074.74
Total COVID Premium					£1920
Total school budget contribution					£11,154.74

ADDITIONAL INFORMATION

When writing this report we consulted the following to inform our decisions;

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Recent school Ofsted report: June 2019
- Attendance Data.