COVID-19 catch-up premium report

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.

In June, a £1 billion fund for education was announced by the government. The allocation was calculated on a per pupil basis, providing each school with a total of £80 for each pupil from reception through to Y6.

This funding will be provided in 3 tranches. Schools were provided with an initial part payment in autumn 2020, based on the latest available data on pupil numbers. A second payment was distributed in early 2021, based on the headcount from the October 2020 census.
The second grant payment took account of the initial part payment made in autumn 2020 so that schools will have received a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term, 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

We at Wingrove Primary School are committed to providing the highest quality of teaching to ensure all our children achieve the highest outcomes and make greater than expected progress. We are aware that we need to be held account for how this money is being used to achieve our main goal of ensure all our children achieve their academic, social and emotional potential.

In order to ensure we allocated the money effectively we used the following sources:

- Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students;

- tracking and performance data, which gave us the information about the outcomes and progress for individuals and groups across school;

- extensive and in-depth knowledge of our vulnerable groups enabling us to target families with bespoke support;

- discussions with other schools in our trust and in the local cluster of schools to share ideas and to build on good practice

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	420 (R-Y6)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,600		

STRATEGY STATEMENT

Our school priorities for use of catch-up premium:
- ensure all pupils have access to devices in order to support online learning;
- improve fluency and reading comprehension;
- provide support for staff and pupils with online learning and remote learning (lockdown and periods of isolation).

The core approaches we are implementing:
- 1-1 and small group tuition, providing bespoke learning;
- investment in IT (Y6);
- TLR3 created for responsibility for online and remote Learning;
- purchase of on-line reading program;
- CDP for staff to improve their pedagogy for learning and practice (e.g.Read Aloud,Think Aloud (also known as Book Talk), Roshenshine's Principles of Effective Learning, support children's working and long term memory).

The overall aims of our catch-up premium strategy:
- reduce the attainment gap between your disadvantaged pupils and their peers;
- raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Barriers to learning

The following data sources have been used to help identify barriers to attainment in our school:

> Pupil tracking and performance data

> Staff, pupil and parent consultation – (teaching teams spoke to families every week during lockdown; HT and DHT spoke to those families who were not engaging in online learning; the safeguarding team supported families when and where required)

> Attendance records

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	High percentage of EAL pupils, limited vocabulary is a barrier to accessing age appropriate text for reading.
B	Some pupils did not have access to online learning. Others produced work of quality that was lower than would be expected if they had been in the classroom setting receiving quality first teaching.
C	Some pupils had limited access to reading materials.

ADDITIONAL BARRIERS	
External barriers:	
D	Some pupils have limited space and facilities for home learning, including access to IT equipment.
E	Some pupils have a limited range of experiences beyond the school day.
F	Many parents do not read and write in their home language, as well as English, therefore support from home is limited.

Planned expenditure for current academic year

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?
Fund additional TA to provide 1:1 and small group tuition in literacy skills for children identified in Y3 and Y4. Fund additional TA to provide 1:1 and small group tuition in literacy skills for children identified in Y5 and Y6 in term 3b.	Progress in reading will be accelerated. Gap between actual and ARE will be closed. Improved fluency (eg. by the end of Y3 children are expected to read 270 words of an age appropriate text in three minutes). Improved reading comprehension (both verbal and written responses). Improved knowledge of phonics i.e. segmenting for spelling and blending for reading.	Evidence and rationale was based on the following: Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students; tracking and performance data, which gave us the information about the outcomes and progress for individuals and groups across school and which pupils required the bespoke intervention;. extensive and in-depth knowledge of our vulnerable groups enabling us to target families with bespoke support; See the following support documents for further information: • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools	Observations and team teaching with the TA to ensure quality first teaching is delivered. In-house CDP including phonics, use of book talk, how to improve children's fluency. Discussions with the teaching team in Pupil Progress Meeting. See attached appendix 1: TA Funded Impact Report	Trish West DHT supported by: Jackie Jordan Beth Reynolds Y4 term 1 2021 Emma Witherspoon Claire Large Y5 and Y6 teachers	The children's performance will be reviewed on a regular basis. The teaching team will be carrying out a variety assessments weekly.
				Total budgeted cost:	£25,875

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?
Purchase of Reading Plus to be delivered with 30 children in Y5 who are not on track to reach ARE.

Purchase of additional reading materials to encompass phonic teaching in KS2. | Reading Plus is an on line literacy programme that improves fluency, comprehension, vocabulary, stamina, and motivation.

Progress in reading will be accelerated.

Gap between actual and ARE will be closed. | Initially, we were given a free trial, which was used with Y6. The data in terms of accelerating progress and closing the gap between actual and ARE meant we were able to purchase, with confidence the package to implement in Y5.

Texts purchased to supplement guided and home school reading across KS2 | Regular monitoring by DHT to ensure the children are accessing the programme as per guidelines.

Regular data tracking will measure whether the impact of the programme is effective for all pupils.

We will use the results of pupil voice to ensure the programme is effective.

Discussions with the teaching team in Pupil Progress Meeting.

See attached appendix 2: Reading Plus in Y6 Impact Report | Jan McCarthy Tom Barker | Integrated baseline and benchmark assessments allow us to measure gaps in learning and evidence impact throughout the school year. |
| | | | | | |
| | | | | Total budgeted cost: | 3,736 |

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?
Appoint a TLR i.e. Remote and Online Learning Lead	Remote and online teaching will be effective where programmes match learner needs and achieve excellence and enjoyment for all learners. The effectiveness of online platforms such as Seesaw and Dojo and online learning programmes eg Mathletics, Purple Mash, Reading Plus, Education City will be monitored. Analyse and direct staff towards suitable online resources provided by organisations like The Oak Academy. IT will be used effectively to create bespoke learning for children of all abilities in particular EAL and SEND pupils in line with SIP priorities	Due to COVID-19, there has developed a greater need to be able to support children's learning when they cannot attend school. Since March 23rd 2020, we have been using Seesaw and Dojo to share work, communicate with families and post homework, record stories and provide bitesize lessons. We moved to next steps and made recordings of bespoke lessons catering for all levels of ability so that children do not fall behind. We also conducted class chat sessions live once a week using Zoom as the platform – this was a wellbeing focus. Chrome Books used in Y6 to develop online learning offer using Google Classroom. TLR3 holder leads on this.	Discussions during appraisal will show whether targets have been met. Discussions with the teaching teams in Pupil Progress Meetings will highlight those groups and individuals who have benefited from any aspect of on-line learning.	Kate Rutherford (monitored by HT and DHT)	Three times per year at: • PPM • Appraisal meetings • Data collection points Informal discussions take place at all times across the year, with teams regarding how teams can support pupil progress and their outcomes.
				Total budgeted cost:	£2833.00

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?
Purchase of 10 Chrome books	Improve online learning and learning provision in the classroom. Support and modernise the teaching and learning opportunities at Wingrove.	See attached appendix 3 for details.	Discussions during appraisal will show whether targets have been met. Discussions with the teaching teams in Pupil Progress Meetings will highlight those groups and individuals who have benefited from any aspect of on-line learning.	Kate Rutherford	Three times per year at: • PPM • Appraisal meetings • Data collection and analysis points
(total costs for 10 Chrome Books = £2,156 less donation from public £1000) Total budgeted cost:					£1,156

ADDITIONAL INFORMATION

We have attached additional reports with extra information/detail to accompany the above actions.

Appendix 1: TA Funded Impact Report (Y3 formative and summative reading assessments)

Appendix 2: Reading Plus in Y6 Impact Report

Appendix 3: Online Learning: the impact of Chromebooks and all new devices on teaching and learning

Appendix 1 TA Funding Impact Report

The TA was assigned to work with a group of children who did not achieve ARE at the end of Y2 for reading.
The overall aim was to accelerate progress and close the gap between actual and ARE.
The following aspects of the reading curriculum was taught:

- phonics- blending for reading
- fluency
- stamina
- speed reading
- oral and written responses to the reading domains:

2a *give / explain the meaning of words in context*
2b *retrieve and record information / identify key details from fiction and non-fiction*
2c *summarise main ideas from more than one paragraph*
2d *make inferences from the text / explain and justify inferences with evidence from the text*
2e *predict what might happen from details stated and implied*
2f *identify / explain how information / narrative content is related and contributes to meaning as a whole*
2g *identify / explain how meaning is enhanced through choice of words and phrases*
2h *make comparisons within the text*
The reading domains have been used for assessing where gaps exist, for analysing formative and summative test data, and then for planning next steps in learning. We understand that these are **not the curriculum** but knowing the content domains and how to ensure that they are all covered in teaching and learning is important.

DHT spent time training the TA how to use Read Aloud,Think Aloud (also known as book talk)
Interventions took place every day with 1 reading and 1 phonics session.
This group was also supported during sessions where reading across the curriculum took place. Here the TA would teach new reading skills and consolidate previously taught skills as well as supporting the children with the 'reading to learn'

Child	PP	Baseline at end of Y2 Pre Intervention Assessment	Current outcome Spring term 2021	Progress	No of words read per 3 mins- pre assessment (av over three attempts)	No of words read per 3 mins- post assessment (av over three attempts)	Other information
	y	2D	3D	3	120	170	
	Y	2D	3E	2	120	170	
	y	2D	3E	2	130	170	Vulnerable
		2D	3E	2	130	170	Vulnerable
		2D	3E	2	120	170	
		2E	2S	2	140	200	
		2E	2D	1	120	200	
		2D	3D	3	120	210	
	Y	2D	3E	2	110		Has been in in home country for 8 weeks
		2E	2D	1	170	200	Currently being assessed by EP service and Speech and Language. Assessments show working below the 10th percentile for understanding of language. As well as the reading intervention will receive further bespoke intervention provided by the speech and language team
	Y	2D	3E	2	120	170	Vulnerable
		1S	2D	2	120	160	Excellent understanding of texts however fluency and ability to use phonics to decode unfamiliar words is not at ARE. Requested a dyslexia assessment. Vulnerable
		2E	2S	2	120	170	
		2D	3E	2	130	200	

Appendix 2 Impact of Reading Plus in Y6

We believe that Reading Plus has had a significant and sustained positive impact on the reading skills and motivation for the majority of our

children. We have seen an increased level of reading stamina for many, and they read with improved speed, fluency, understanding, and efficiency. As a result, many of the children are more motivated to read as they can see the benefits of engaging with the programme. As a result of increased reading speed and fluency, pupils have coped more with the challenging time limit faced in the SATs Reading paper, therefore achieving higher marks.

We have noticed that our children are developing their general knowledge and understanding of the world by using Reading Plus. The opportunity to use both fiction and non-fiction has opened a vast treasure trove of information to our children; they are excited to discover new topics outside of those taught in the classroom,

The structured nature of Reading Plus, the fact that children, parents and staff can receive instant feedback and keep track of progress, and the fact that usage can be closely monitored and reported on makes it perfect for supporting our catch-up programme. It was evident that the pupils who accessed Reading Plus daily during lockdown made great progress with their reading ability. For Reading Plus to have the greatest impact, pupils should be accessing the app at least three times a week. It was clear from the data that it has impacted those who are lower ability as well as those who were already working at an age appropriate level – this was evident in the overall data.

The initial baseline assessment is extremely useful for demonstrating how much progress the children have made. Apart from being useful for accountability purposes and showing that the money invested in the programme is worth it, it is essential for showing the children how far they have come since using Reading Plus. It gives them extra motivation to see their measurable success. Pupils in year 6 thoroughly enjoyed seeing leader boards not only for reading accuracy, but effort and participation, too. Certificates awarded at the end of each level is also a great rewarding factor for all.

Within a very short space of time, we had seen such an enormous improvement in the ability and motivation of this group of previously reluctant readers.

Pre Reading Plus	Post Reading Plus
4e	5s (Achieved Expected Standard, 6s)
5s	6s* (Achieved Greater Depth)
5s*	Assessment achieved Greater Depth – Reading Plus data moved up to reading stage Yr 7/8
5e	6s (Achieved expected standard at yr 6)

Appendix 3: Online Learning - the impact of Chromebooks and new devices on teaching and learning

Remote learning: how have the additional devices and updates benefitted pupils?

Wingrove purchased10 Chromebooks during the second lockdown. There were a number of families who did not have access to a suitable device, or had to share one device with multiple siblings. The provision of Chromebooks, I pads and sim cards allowed pupils to easily access their work and therefore continue to make progress remotely. Weekly usage reports on Seesaw highlighted the positive impact, with a huge increase in online participation across the school, compared to the first lockdown in 2020.

As Remote and Online Learning Lead, one of my main priorities was to review the online learning platforms and resources already in use, before researching and testing alternative options. Whilst Seesaw (which was being used as the main platform for Yr2 – Yr6) has a number of benefits and is easily accessible for all, Yr5 and Yr6 teachers found it to have its limitations when used for writing tasks. As a result, all Yr6 pupils were initially provided with accounts for Teams, since our school works and uses Office 365 on a daily basis. Teams allowed pupils to complete PowerPoints and word documents, improving the overall quality of written word completed remotely. However, despite the many advantages and positive feedback from pupils who could access Teams, we found that a number of pupils, who did not have Microsoft installed on their devices, struggled to access and upload work. There were also further issues with the restrictions on teacher accounts, meaning we could not easily control pupil comments and access remotely. Following this and extensive research and training, a decision was made to set up Google Classroom, starting with Yr6 pupils.

Google Classroom provides all the same applications as Teams (PowerPoint, word document, excel) but is far more accessible across a range of devices, due to it being an internet-based product. Teachers have far more control on Google Classroom, which limits any potential issues arising between pupils. Furthermore, there is an option for pupils to work and share ideas collaboratively through 'Jamboard'. Both being Google-based products, Google Classroom works extremely well on Chromebook devices, therefore a great option for our school, moving forward. From the small number of Yr6 pupils who gained access to Google Classroom prior to return to school, feedback was extremely positive and all pupils found Google Classroom easier than Teams to use and navigate. Upper Key Stage 2 pupils also said they preferred Google Classroom to Seesaw for English and Creative Curriculum, as they had the features and ability to write more.

Post-lockdown: Chromebooks in the classroom

Since returning to school, we have now reached an extremely exciting period where we can use the additional devices to make great strides with our online learning and provision in the classroom. Currently, we have 15 Chromebooks in Yr6. Since returning to school, the aim has been to trial Chromebooks with both Yr6 classes, accessing their Google accounts and training pupils how to complete homework using the account. Due to WIFI updates, pupils have not yet been able to use Google Classroom to its full potential. Over the Easter break, a separate WIFI port was installed specifically for Chromebooks. We are now waiting for the Chromebooks to be connected to this, which should happen over the next few days. Once the connection is complete, pupils will be able to successfully use the Chromebooks to access Google Classroom.

One the Chromebooks are set up and ready to use, I strongly believe they will support and modernise the teaching and learning opportunities at Wingrove. The Chromebooks are portable and connect much faster than the laptops already in school, meaning pupils across the school will be able to benefit from this, once Google Classroom accounts have been allocated across the whole school. Due to Chromebooks saving work in an online cloud, teachers can easily access work completed by all pupils from their own device, making marking, assessment and printing individual work much easier.

Through Jamboard and Google slides, pupils have the option to work collaboratively (from multiple devices), even from home. This opens up an exciting new potential for collaborative homework projects. Furthermore, pupils have the option to use Jamboard feature in the classroom to share their thoughts anonymously, which could be used for a pre-topic formative assessment, for example.

Whilst I pads certainly have their place in the classroom and provide teachers with multiple options to enhance their teaching, they have huge limitations when it comes to written projects. Chromebooks and the addition of Google Classroom, whilst still being extremely mobile and versatile, provide the option for pupils to create written work with ease.

The future: how will Wingrove progress with the addition of new devices?

We have reached an extremely exciting time with the development of online learning at Wingrove Primary School. In order to use the new devices to their full potential, I would like all Key Stage 2 pupils to have Google Classroom accounts (starting with the future Yr6 cohort). This will allow Key Stage 2 pupils to be more creative with their writing, research and collaboration, offering creative ways to present their hard work.

Moving forward, we plan to complete an audit of all devices that we have in school, reviewing their benefits in the classroom and considering how we could improve the provision further. I do believe that a potential long term consideration would be to review the current set-up in the ICT suite and whether stationary computers are the most effective and accessible option for all. The addition of new devices has provided us with the perfect opportunity to make great strides with online learning across all subjects at Wingrove Primary School.