

COVID-19 catch-up premium strategy

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	599	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£47,920		

In August 2020, the government announced a one-off catch-up premium of £80 per pupil for the 2020 to 2021 academic year following the COVID- 19 lockdown. The amount allocated to Telscombe Cliffs Primary School and Nursery is £47,920. The purpose of this strategy is to inform you how the catch-up premium will be spent over the coming year and demonstrate the impact it has on pupil achievement and welfare.

The Education Endowment Fund (EEF) has provided evidence to examine the potential impact of school closures on the attainment gap. Our strategic response to devising and implementing the catch-up premium fully takes these findings into account. In summary, the EEF projections for the impact of widespread school closures identify:

- The disadvantaged attainment gap widens;
- Assessment of lost learning is crucial;
- Targeted support in addition to wider school initiatives (e.g. one-to-one and small group tuition) is required;
- Absence rates upon return are crucial.

The EEF advises the following measures:

Teaching and whole-school strategies	Targeted approaches	Wider strategies
Supporting great teaching	One-to-one and small group tuition	Supporting parent and carers
Pupil assessment and feedback	Intervention programmes	Access to technology
Transition support	Extended school time	Summer support

Catch-Up Priorities

- To reduce the attainment gap between disadvantaged pupils and their peers to enhance Pupil Premium Provision.
- To raise the attainment of all pupils to close the gap (including SEND) created by COVID-19 school closures.
- To reduce persistent absence in the school, especially for Pupil Premium children.

Core Approaches

Employ school welfare and attendance officer to increase attendance and punctuality and reduce persistent absence (jointly funded by Catch-Up Premium Strategy and Pupil Premium Strategy).

Employ tutors (qualified teachers) across the school to deliver one-to-one and small group interventions.

Alongside targeted interventions, improve the quality of teaching provision (so that all teaching is consistently good at a minimum) through an effective programme of CPD alongside a clear, research-led pedagogical approach.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Lack of a clear pedagogical approach to teaching which includes readiness for learning.
B	Prior underachievement in Key Stage 2 means the majority of pupils have fallen further behind in reading, writing and mathematics.
C	Children in EYFS have been impacted by reduced opportunities to develop language and PSED skills due to nursery closures.
D	Key Stage 1 have missed a significant stage of their early development in phonics, reading, writing and mathematics.
E	Insufficient internal assessment and reporting software has meant that learning gaps have not been easily identified.

ADDITIONAL BARRIERS	
External barriers:	
F	Persistent absence is higher than the national average and is especially high for Pupil Premium children (PP persistent absence was 31% in 2019/2020).
E	Parental involvement in school and home learning (including difficulties in engaging with remote learning) impacts on progress.
F	A high number of pupils are experiencing increased anxiety due to the impact of lockdown.

Planned expenditure for the current academic year

Quality of teaching for all					
Desired Outcome	Chosen Approach	What's the evidence and rationale for this choice?	Success criteria	Staff lead	When will you review this?
Children receive high-quality English teaching which leads to accelerated progress.	STEP Teaching school to deliver high-quality CPD in reading, phonics and writing.	High-quality English CPD means that children receive good provision in this subject. Children will be able to transfer these skills to ensure success across the curriculum.	Intended CPD programme has been delivered. CPD is embedded in daily practice. 100% of teaching is at least good.	Jayne Campling	Fortnightly through learning walks, work scrutiny and pupil voice.

100% of teaching is at least good which results in all children making accelerated progress.	Introduce a clear, research-based, pedagogical approach to teaching.	<p>A clear, research-led pedagogical approach (e.g. Rosenshine's Principles of Instruction) ensures consistency throughout the school.</p> <p>At the core of this, is metacognition, collaborative learning and feedback.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	100% of teaching is at least good.	Paul Prest	Fortnightly through learning walks and work scrutiny.
Total budgeted cost:					£4,888
Targeted support					
Desired Outcome	Chosen Approach	What's the evidence and rationale for this choice?	Success criteria	Staff lead	When will you review this?

<p>Children who have fallen below their prior attainment target (based on previous key stage result) quickly catch up.</p>	<p>Employ 5 tutors (qualified teachers) across the school to deliver one-to-one and small group interventions in Language Link, Nuffield Language, Phonics, reading, writing and mathematics. This includes after school provision. All Pupil Premium children to have weekly one-to-one tuition.</p> <p>CPD for staff to deliver Early Years Professional Development Programme (EYPDP) and Nuffield Early Language Intervention (NELI)</p> <p>Purchase teaching and intervention resource (PiXL). This resource includes tests for Years 1-6. Train staff to use PiXL.</p>	<p>Baseline testing in September across the school showed that children have fallen behind pre-lockdown levels. This resulted in intense focus during Term 1. Standardised testing in Term 2 demonstrated good progress, but there are still many children below target based on the previous year's objectives. 1 to1 and small group intervention result in accelerated progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>The EYPDP is specifically targeted at Early Years Practitioners who work with the most disadvantaged children between the ages of 2 and 4 years, with an emphasis on improving school readiness.</p> <p>NELI is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>PiXL has a feature called 'Therapies' for every intervention to give intervention teachers clear steps to follow. This will help to ensure effective interventions. Diagnosis, Therapy, Testing and Revisiting (DTTR) is a core principle underpinning the PiXL approach to supporting pupils. Once the gaps have been identified, the right support to address these gaps is put in place, followed by testing to make sure the gaps have been filled and then revisiting to check that pupils have retained the new learning.</p>	<p>At least 80% of children are on track to reach their prior attainment target by May 2021. At least 90% of children are on track to reach their prior attainment target by July 2021.</p> <p>Standardised testing and intervention impact data demonstrates accelerated progress for all pupils.</p>	<p>Peter Ediss</p>	<p><u>Termly Cycle</u> Standardised Testing QLA Diagnose Analyse Review / PPM Change practice</p> <p><u>Fortnightly</u> Review the quality and consistency of tutor delivery</p>
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Gaps in knowledge and skills of children are accurately identified and this informs next steps for teaching.	Children to be regularly assessed. Teachers to complete a question level analysis which is then discussed in pupil progress meetings. AfL takes place daily during quality first teaching. Purchase internal assessment and reporting software (OTrack) Train staff to use OTrack.	Increased rigour and forensic analysis means that teachers can have a more strategic and targeted approach in both class teaching and planning for interventions. AfL strategies accelerate progress (e.g. questioning, feedback and collaborative learning) OTrack allows you to compare and track pupils' attainment and progress with ease. This will happen termly.	At least 80% of children are on track to reach their prior attainment target by May 2021. At least 90% of children are on track to reach their prior attainment target by July 2021. Standardised testing and intervention impact data demonstrates accelerated progress for all pupils. OTrack supports teachers to track data for all children.	Peter Ediss	<u>Termly Cycle</u> Standardised Testing QLA Diagnose Analyse Review / PPM Change practice
Total budgeted cost:					£41,032
Other approaches					
Desired Outcome	Chosen Approach	What's the evidence and rationale for this choice?	Success criteria	Staff lead	When will you review this?
Attendance (including persistent absence) at Telscombe Cliffs is in line with all pupils nationally and lateness is minimal.	Employ school welfare and attendance officer to increase attendance and punctuality and reduce persistent absence (co-funded with Pupil Premium Strategy).	It is crucial that all children access all learning every day. Any interruption to learning impacts on children's progress and ability to keep up with their peers. 2020-2021 attendance target is 97%.	2020-2021 attendance target of 97% is achieved. 2020-2021 persistent absence is at least in line with national averages for primary in 2019-2020 (approx. 8.2%). Pupil Premium persistent absence is reduced by at least 15% compared to 2019-2020 (31%). Rigorous attendance protocols align with ESBAS.	Caroline Mills	Daily monitoring with a weekly SLT meeting to ensure attendance protocols followed e.g. letters/meetings.

<p>Children who take periods of absence due to self-isolation or local lockdown, access home learning including remote education.</p>	<p>Create remote learning policy.</p> <p>Set up Google Classroom platform.</p> <p>Create flowchart.</p> <p>Arrange for teachers to be trained.</p> <p>Write parent guidance for Google Classroom.</p> <p>Create a survey to identify families without laptops and/or internet.</p> <p>Survey triggers the requirement to buy more laptops to facilitate learning.</p>	<p>It is crucial that all children access all learning every day. Any interruption to learning impacts on children's progress and ability to keep up with their peers.</p> <p>Contingency plan for future lockdowns and self-isolation periods has been shared with all staff. Those pupils who do not have access to technology have been identified and contingency plans have been put into place to ensure they are able to access remote learning.</p>	<p>100% of students actively engage in home learning, including remote education.</p>	<p>Ben Shorer</p>	<p>Daily monitoring of self-isolating pupils.</p> <p>Remote learning protocols to be revised termly.</p>
<p>Readiness for learning is increased due to reduced anxiety issues caused by the lockdown.</p>	<p>Mentoring programme introduced to support children in school with anxiety issues.</p> <p>Selected staff to be trained to be effective mentors.</p> <p>Targeted Children to be allocated a chosen staff member for a weekly mentoring session.</p>	<p>Barriers to learning will be eradicated by developing metacognition and self-regulation. Closure due to COVID- 19 means that extra input is needed on emotional wellbeing and resilience.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>Pupils demonstrate that increased anxiety due to lockdown is minimised, to ensure they are ready to learn.</p>	<p>Catherine McConnell</p>	<p>Weekly</p> <p>Targets to be reviewed monthly</p>
<p>Total budgeted cost:</p>					<p>£2,000</p>

Review of expenditure for the 2020-2021 academic year

Quality of teaching for all			
Desired Outcome	Chosen Approach	Estimated Impact (Did you meet the success criteria?)	Lessons Learnt
Children receive high-quality English teaching which leads to accelerated progress.	STEP Teaching school to deliver high-quality CPD in reading, phonics and writing.	The impact of consistent reading and writing teaching and pedagogies was shown in the end of year results which shows a 30% increase in the number of children achieving ARE in writing from March 2021 to July 2021.	Due to Lockdown, the training was not completed until later in the year. In conjunction with staff turnover, there is still work to be done to improve consistency of teaching across the school. Children in KS2 did not make the progress we wanted to see in reading. On reflection phonics, teaching needs to continue further through the school (KS2). This year, we have instigated the DIBELS and Bryant as well as targeted interventions to give even more attention to the children with most need.
100% of teaching is at least good which results in all children making accelerated progress.	Introduce a clear, research-based, pedagogical approach to teaching.	These approaches have been impactful once introduced but this needs more time to be embedded in daily practice to ensure it is consistently good.	Delays in delivery of CPD affected the provision of research-based teaching due to Lockdown. The pedagogical approach needs to be revisited especially in 2021/22 due to high staff turn over- this happened at new staff inductions as well as INSETs T1 2021.

Targeted Support			
Desired Outcome	Chosen Approach	Estimated Impact (Did you meet the success criteria?)	Lessons Learnt

<p>Children who have fallen below their prior attainment target (based on previous key stage result) quickly catch up.</p>	<p>Employ 5 tutors (qualified teachers) across the school to deliver one-to-one and small group interventions in Language Link, Nuffield Language, Phonics, reading, writing and mathematics. This includes after school provision. All Pupil Premium children to have weekly one-to-one tuition.</p> <p>CPD for staff to deliver Early Years Professional Development Programme (EYPDP) and Nuffield Early Language Intervention (NELI)</p> <p>Purchase teaching and intervention resource (PiXL). This resource includes tests for Years 1-6. Train staff to use PiXL.</p>	<p>Tutors used diagnostic assessments to identify whole school and child specific gaps in knowledge. This impacted the production of RAPs (Raising Achievement Plans) which informed teacher's planning to address children's knowledge gaps.</p> <p>Two staff members began their training for NELI, but both have subsequently left.</p> <p>PiXL had an immediate impact, allowing staff to provide high quality assessments and track children's needs across subjects</p> <p>All staff received training on the use of PiXL, the tutors led this initiative and their skills have had a positive impact on the staff's ability to access resources pertinent to their cohorts.</p> <p>Progress data shows that more PP and Disadvantaged children moved into Combined ARE than non-disadvantaged (10% increase amongst PP and 5% non-PP). The gap is closing but further work is needed to close it more rapidly.</p> <p>In Maths the impact of concentrated tutor focus time meant that children who attended interventions made 7.6% more progress than those who did not, thereby reducing the attainment gap at an accelerated rate.</p>	<p>The PiXL program helped to identify gaps in learning, but sometimes the Therapies that are suggested were too general to unpick the misconceptions. Therapies were used as one of a bank of resources the tutors used to address gaps.</p> <p>It was decided that 1:1 sessions with pupil premium children would significantly impact the amount of time they spent with the tutors overall. Instead, children were given access to Third Space learning online and LEXIA in addition to group sessions with tutors/ TA led interventions where these were appropriate.</p> <p>Nuffield Language was shelved in the short term due to training needs in favour of Language link which focuses on receptive language skills rather than expressive language. A number of staff are already trained in Language Link and familiar with its use.</p> <p>The data provided by PiXL for children working significantly below age related expectations is not sufficiently forensic. In these cases, teacher judgement is needed to provide interventions that are personalised to their needs.</p> <p>Maximising tutor time with the children, whilst not removing them from core lessons allows children to make progress, whilst not creating gaps in current expectations.</p> <p>Keep Up Interventions in Maths and Phonics would support this principle more broadly reducing gaps across the school.</p>
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<p>Gaps in knowledge and skills of children are accurately identified and this informs next steps for teaching.</p>	<p>Children to be regularly assessed. Teachers to complete a question level analysis which is then discussed in pupil progress meetings.</p> <p>AfL takes place daily during quality first teaching.</p> <p>Purchase internal assessment and reporting software (OTrack) Train staff to use OTrack.</p>	<p>The impact of an assessment timetable and RAP plans based on question level analysis allowed teachers and tutors to focus on the specific needs of children.</p> <p>The use of Exit tickets and error tracking is now in place and continues to be a focus of classroom practice across the school. Same day interventions support learners at the point of misconception, reducing potential gaps.</p> <p>OTrack allows SLT and other leaders to delve into the data and identify trends in groups and subjects and arrange suitable interventions/ curriculum enhancements for children in need.</p>	<p>Focus children are identified on RAP and seen either in intervention or by the teacher as part of the lesson structure.</p> <p>RAPs provide useful snapshots of the cohort but we are in the process of amending their presentation to make the information easier to capture at a glance.</p>
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Other approaches			
Desired Outcome	Chosen Approach	Estimated Impact (Did you meet the success criteria?)	Lessons Learnt
<p>Attendance (including persistent absence) at Telscombe Cliffs is in line with all pupils nationally and lateness is minimal.</p>	<p>Employ school welfare and attendance officer to increase attendance and punctuality and reduce persistent absence (co-funded with Pupil Premium Strategy).</p>	<p>The EWO has been in place since January 2021 and was of particular impact during Lockdown when we were able to make regular contact with our vulnerable families and provide places in school where appropriate. Despite Lockdown and periods of self-Isolation, attendance has remained constant. Persistent absence has reduced by 0.8% amongst children who have remained on roll the whole year from January to July 2021 and is better than reported National statistics. PP attendance has increased to 92.4% in the period March to July 2021. Whilst PP Persistent absence has remained high it has reduced significantly since 2019-20 by 5%.</p>	<p>ESBAS Referrals made have had success with improving behavior especially in Year 5, where mentoring also took place.</p> <p>Systems are now in place so that children with attendance between 90 and 95% receive prompt letter receiving appropriate challenge and the positive outcomes associated with regular attendance.</p> <p>Prompt communication with parents of children with poor attendance has built relationships with school staff which has reduced the period of absence in a number of cases.</p>

<p>Children who take periods of absence due to self-isolation or local lockdown, access home learning including remote education.</p>	<p>Create remote learning policy.</p> <p>Set up Google Classroom platform.</p> <p>Create flowchart.</p> <p>Arrange for teachers to be trained.</p> <p>Write parent guidance for Google Classroom.</p> <p>Create a survey to identify families without laptops and/or internet.</p> <p>Survey triggers the requirement to buy more laptops to facilitate learning.</p>	<p>Google Classroom allowed staff to interact with children through live teaching every day. Children received feedback on the work they produced and maintained links with their peers.</p> <p>Staff training on the use of Google Classrooms allowed tutors to teach vulnerable groups and children who were not regularly accessing learning through the Live lessons. These small group sessions were positively received by parents.</p> <p>85% of children accessed 8 or more of the ten sessions offered to them.</p> <p>96% of parents received at least fortnightly direct communication from school staff, with 72% receiving weekly communication.</p> <p>84% of parents rated the feedback given to children as Good.</p> <p>Of the children who received personalized tutoring during this time, 84% rated it good or better.</p> <p>91% of parents rated the remote learning strategy as Good.</p> <p>During this period all available laptops in school were redistributed to families who needed them at home, allowing all children to be impacted by the revised remote learning policy.</p>	<p>Google classrooms has continued to be used for homework to ensure skills are kept should we need to return to remote learning. Children who were self-isolating also used this to access learning during this time.</p> <p>Children who had low home learning involvement were targeted by tutors and support staff when they returned to school.</p> <p>The internet provision at the school could not cope with the demand. This was rectified in February 2021 and has proved fit for purpose to this point.</p> <p>Planning for whole school subject delivery worked well, but information regarding this would be better if provided with more lead time for staff.</p>
<p>Readiness for learning is increased due to reduced anxiety issues caused by the lockdown.</p>	<p>Mentoring programme introduced to support children in school with anxiety issues.</p> <p>Selected staff to be trained to be effective mentors.</p> <p>Targeted Children to be allocated a chosen staff member for a weekly mentoring session.</p>	<p>Where mentoring was regular and children met with trained staff it had a noticeable impact. Children who received mentoring have made a positive start to 2021.</p> <p>Where mentors had a number of roles it was difficult to be responsive to the children's needs beyond a dedicated time.</p>	<p>Learning mentors have been employed to work with year groups and specific children. This provides flexibility to provide for the children's needs when they require it. Dedicated time has been timetabled for them as well.</p>