

# **Kingsway Community Primary School**

## **Catch Up Premium Report 2020-2021**

<b>Catch-up Premium Allocation for 2020-2021</b>			
<b>Total number of pupils:</b>	171	<b>Amount of Catch-Up Premium</b>	£80.00 per pupil
<b>Total catch-up premium budget:</b>	£13,680	Date report written:	October 2020
		Review	March 2021

### **Our Principles and Objectives**

Children and young people across the country have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Primary schools have been allocated £80 per pupil for children in Reception through to Y6 to mitigate these effects for the academic year 2020/21. DfE guidance states that school should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

At Kingsway Primary School, our aim is to ensure that all children are back on track as quickly and effectively as possible. Since our return to school, teachers have spent time assessing all children, through formal baseline assessments in Reading, Mathematics and Phonics, and daily informal assessments across all subjects through talking with the children, supporting their learning, marking and giving feedback about their work.

### **School Catch-up Priorities**

1. The school is faced with the challenge of addressing the gaps which have developed in children's learning due to the lockdown.
2. The emotional wellbeing of some children is a concern and a recovery education programme is being implemented to support children
3. In phonics, Y1 and Y2, children have missed significant teaching, leading to gaps in learning as they return to school in September 2020
4. Baseline assessments have shown that some children have significant gaps in learning, particularly in Reading and Mathematics
5. Children have less stamina in writing at length, due to being out of school for a significant period.
6. Further support for SEND pupils so any gaps can be swiftly addressed from their starting points
7. Some children will continue to be absent from school due to closure of bubbles and COVID-19 isolation periods, leading to low attendance.
8. To further develop the school's capacity for online teaching/learning in the event of any future lockdown is a focus, as is their capacity to deliver remote teaching/learning for pupils who cannot attend school due to self-isolating and /or illness

### **The 3 tiers of support**

#### **The core approaches**

- The following documents from the Education Endowment Foundation (EEF) have been used to support the core approach
- COVID-19 Support Guide for School
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021

#### **Tier 1-Teaching**

- Teachers sustain varied, high quality teaching and learning strategies to impact positively on children's learning.
- Teachers plan and support children's speaking and listening skills and their vocabulary acquisition
- Teachers provide high quality feedback based on low-stakes diagnostic assessment to support children's progress.

#### **Tier 2-Targeted support**

- Intervention/Booster teacher to deliver bespoke Mathematics teaching to small groups to diminish the gaps between peers.
- LSAs deliver small group interventions and/or support identified children during the school day.
- Reception staff trained and to deliver the Nuffield Early Language Intervention Programme (NELI)
- KS1 LSA and Mathematics lead to be trained on 1stClass@Number to deliver high quality catch-up Mathematics interventions

### **Tier 3-Wider strategies**

- Microsoft Teams is used as an effective digital platform for a blended learning approach
- Sustain communication and partnership with parents to ensure continued support for children's learning and wellbeing

### **Teaching support**

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

### **Targeted approaches**

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **Wider strategies**

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

### **Tier 1-Teaching**

EEF recommended strategy	Action	Cost	Intended outcome	Impact
Supporting parents and carers  Supporting great teaching	To overcome barriers related to COVID-19 and absence from school	No specific cost	<ul style="list-style-type: none"> <li>Assess children for academic baselines to provide a clear gap analysis to support future planning <b>(Priority 4 and 7)</b></li> <li>Provide additional Mathematics, Phonics, Reading and Writing resources to support quality first teaching. <b>(Priority 4)</b></li> </ul>	
Teaching assessment and feedback	Baseline assessments of Reading and Mathematics. Gaps identified and planning sequences adapted to ensure that pupils acquire knowledge and skills	No specific cost	<ul style="list-style-type: none"> <li>Ensuring effective feedback is given to pupils to enable them to identify and make improvements. <b>(Priority 4)</b></li> <li>Analysis of assessments will identify gaps and inform future planning. This will support in diminishing their gaps across the curriculum and this will be evidenced by data. <b>(Priority 4)</b></li> </ul>	

Tier 2-Targeted Support Approach				
EEF recommended strategy	Action	Cost	Intended outcome	Impact
One to one and small group tuition	Intervention/Booster teacher delivers small group and 1:1 tuition session for identified children for English (reading and grammar) and Mathematics (number).	Booster teacher £15,000  1 <sup>st</sup> Class@Number training and resources £990	<ul style="list-style-type: none"> <li>Assessments will identify pupils lost learning, misconceptions, and knowledge gains during the extended partial closure. <b>(Priority 4)</b></li> <li>Gaps in attainment are narrowed for identified children which includes disadvantaged pupils from Reception to Year 6. <b>(Priority 1)</b></li> <li>Children who have been identified as falling behind based on their autumn baseline tests, prior attainment data and teacher knowledge will make the necessary progress or</li> </ul>	

			<p>accelerated progress. <b>(Priority 4)</b></p> <ul style="list-style-type: none"> <li>Teacher and children have a good rapport where the children will feel comfortable to ask questions and make mistakes which can be openly addressed in a smaller group. <b>(Priority 2)</b></li> </ul>	
Support great teaching	LSAs deliver small group intervention and/or support identified children during the school day.	No specific cost	<ul style="list-style-type: none"> <li>LSAs deliver high quality intervention which complement the learning in the classroom and children understand the links between the two. <b>(Priority 1)</b></li> <li>Gaps in attainment are narrowed for identified children across the school. <b>(Priority 4)</b></li> <li>Children who have been identified as falling behind based on their autumn baseline tests, prior attainment data and teacher knowledge will make the necessary progress or accelerated progress. <b>(Priority 4)</b></li> <li>Teacher and children have a good rapport where the children will feel comfortable to ask questions and make mistakes which can be openly addressed in a smaller group. <b>(Priority 1)</b></li> </ul>	
Intervention programmes	Reception staff are trained and deliver the Nuffield Early Language Intervention Programme (NELI) (part of the government's National Tutoring Programme for 2020-2021).	Autumn term = no cost cover for training other than designated INSET times cost for EYFS lead to prepare	<ul style="list-style-type: none"> <li>The NELI improves children's oral language and early literacy skills. <b>(Priority 3)</b></li> <li>Time is factored in for early years staff to complete online training. <b>(Priority 3)</b></li> <li>Staff identify children in need of targeted language support and develop their vocabulary, listening and narrative skills. <b>(Priority 3)</b></li> </ul>	

Intervention programmes	KS1 LSA and Mathematics lead to be trained on 1stClass@Number to deliver high quality catch-up Mathematics interventions	1stClass@Number training and resources £990	<ul style="list-style-type: none"> <li>Gaps in attainment are narrowed for identified children across the school. <b>(Priority 1)</b></li> <li>Children who have been identified as falling behind based on their autumn baseline tests, prior attainment data and teacher knowledge will make the necessary progress or accelerated progress. <b>(Priority 4)</b></li> </ul>	
Planning for pupils with SEND	<ul style="list-style-type: none"> <li>Regular SEND reviews will ensure that teachers are fully aware of pupils and their individual needs.</li> <li>Consistent routines are important for behaviour within school and this proactive approach will support all pupils, including those with SEND.</li> <li>Teachers and LSAs will scaffold self-regulation to support them in organizing their equipment, time and remembering routines.</li> </ul>	No specific cost	Use of personalized plans and provision maps to track and evaluate support given o pupils to ensure good progress is made from their starting points. <b>(Priority 6)</b>	
Supporting pupils' social, emotional and behavioural needs.	<ul style="list-style-type: none"> <li>Continue to use Attachment Awareness and Emotion Coaching techniques.</li> <li>Further implement JIGSAW (PSHE scheme) to support SEMH needs</li> <li>Staff to continue to use a ranger of strategies to support pupils' emotions and self-regulation.</li> <li>Rocket Room is further established within the main school to provide a designated safe space for pupils who require further support</li> </ul>	No specific cost	<ul style="list-style-type: none"> <li>Children will feel safe in school and will have the necessary tools to help them self-regulate. <b>(Priority 2)</b></li> </ul>	

Tier 3 – Wider Strategies				
EEF recommended strategy	Action	Cost	Intended outcome	Impact
Supporting remote learning	Microsoft Office 365 is used as an effective digital platform for a blended learning approach.	INSET sessions by Remote Learning Lead <b>No cost attached</b>	<ul style="list-style-type: none"> <li>Regular staff training sessions are incorporated to support staff in delivering high quality remote learning.</li> <li>Staff develop necessary knowledge and skills to make effective use of the online digital platform <b>(Priority 8)</b></li> <li>Staff can confidently use resources which enable them to teach the pupils and provide learning opportunities online/remotely. <b>(Priority 8)</b></li> <li>Focused time during computing for children to be familiar with the new platform and to practise skills. <b>(Priority 8)</b></li> </ul>	
Access to technology	<ul style="list-style-type: none"> <li>SIM cards are acquired and available to families who require free data</li> <li>Additional laptops will, be acquired through the DfE scheme and these will be available to support learners who do not have access to technology</li> <li>Families will be able to obtain paper packs of work as a preferred choice</li> </ul>	No cost attached	<ul style="list-style-type: none"> <li>Data analysis will indicate that there is continued progress by pupils due to the blended approach of learning. <b>(Priority 8)</b></li> </ul>	
Engaging parents, carers and the wider community	Sustain communication and partnership with parents to ensure continued support for children's learning and wellbeing	No cost attached	<ul style="list-style-type: none"> <li>Teachers and parents work collaboratively to ensure any concerns raised with any identified children are acted on in an effective, timely manner. <b>(Priority 2 and 4)</b></li> <li>Teachers contact parents via face-to-face, on the phone or using Microsoft Teams <b>(Priority 2)</b></li> </ul>	