



# Singleton Church of England Primary School COVID-19 catch-up premium report 2020/21

**“Passion for Learning .....Passion for life”**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



# Covid-19 'Catch up'

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Singleton School will be in receipt of £8240 (103 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	103	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8240		

## SUMMARY INFORMATION

### Context of the school and rationale for the strategy

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture with only 2 children in total
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. Out of 103 children on roll we had 5 children who did not engage in any school directed learning and a further 20 that engaged intermittently
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return.
- Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19.
- Overall attendance for September - Week 1 was 97.72%
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well being. However, staff over summer had to organize the setting up of the remote learning digital platforms (TEAMS) and the SMT had to develop the Recovery Curriculum.
- We developed a Recovery Curriculum – identifying Key essential skills in each subject that needed to be assessed and covered.

### Spending:

At Singleton C of E School, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”. These include CGP targeted supports books for Literacy and numeracy and purchasing addition resources, these also include the purchase of additional whiteboards for support staff so that they can work with small targeted groups and ‘model’ learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

### Aims

The broad aims for “catch up” at Singleton C of E School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

### Catch Up at Singleton

- **Recovery Curriculum:** We developed a very detailed Recovery Curriculum approach, supplemented by specific guidance for staff. This outlined the Key Essential skills and explained to staff how to approach targeted learning and catchup. The document outlined how a reduced curriculum would be implemented and the priority order for moving back to a full curriculum in the coming months. The document also identified specific intervention programmes to be used for the ‘closing of the gap,’
- **Focus on consolidation of basic skills.** The ‘Essential’ core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, and times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term. Staff will also go back to the National Curriculum and look at the programmes of study to identify the essential skill and knowledge required.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

#### (For Some Children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilizing catch up premium – dependent on need as identified through ongoing assessment
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

## Catch up at Singleton IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

## Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

### Governors involved:

Chair of Governors;– Vice-Chairs of Governors;– Head Teacher – Chair of Resources

### Committee meeting dates

**Autumn:**            **December 2020**            **Spring: March 2021**            **Summer: June 2021**

### Autumn 2020 summary

- Governors made aware of the additional money £80 per child – system explained – 3 instalments
- Governors given copy of the Recovery Curriculum Action Plan and guidance so they have a full overview of the closing the Gap Strategy that will be implemented
- Current spending
  - CGP resources
  - Additional Whiteboards – to aid delivery
  - Additional TA hours
  - Learning aids and resources
  - Additional tech – including apps for the IPADS

### Spring 2021 summary

- Governors given copy of the COVID 19 catch up premium report
- Finance officer gave positional statement as to current spending and current amount of funding received by school
- Entered 2<sup>nd</sup> Lockdown January 8<sup>th</sup> 2021
- March 8<sup>th</sup> 2021 – return to school – Spring term Recovery Curriculum developed by SLT implemented at this stage
- Guidance for staff produced to support with identifying learning gaps
- Additional resources purchased to supplement the recovery curriculum
  - Phonics resources

- New reading comprehension resources
- Additional hours given to TA's to deliver aspects of the recovery – closing the gap provision

**Summer 2021 summary**

- Summer term provision map developed – based on teacher assessment and formal end of year assessments – Overtime for TA's to deliver the closing the gap provision
- National Tutoring Programme applied for and implemented – School financial implication – 25% of Overall costs x 3 for the 3 groups of children accepted onto the scheme

## Barriers to learning

		Barrier	Desired outcome
Teaching	A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020..
	B	Home learning evaluation and development – Grant from DfE acquired in the summer holidays – this has been used to set up a new digital platform – Microsoft Teams. This will be developed further during this academic year to improve access to learning at home for all pupils, to improve 'live' aspects of remote learning and to facilitate remote pupil progress meetings etc.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use - Teams training planned and being delivered during Autumn term 2020. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. All remote learning for children self-isolating in the autumn term via Teams. Pupil progress evenings via Teams, IEP meetings Via Teams. Live learning check in's in place
	C	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.
Targeted Academic Support	D	To use teacher assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020. Additional phonics and reading comprehension to be timetabled in the autumn term, alongside targeted focus on vocabulary  Mental Maths and arithmetic – addition provision to be timetabled in the autumn term	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.  Mental maths strategies and formal written calculations are much improved, gaps filled and accelerated progress demonstrated on a term by term basis from Autumn 2020
Wider Strategies	G	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.

## COVID - Teaching priorities for current academic year i.e. Professional development and support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	<p>All staff to receive ongoing CPD in relation to the Recovery Curriculum</p> <ul style="list-style-type: none"> <li>Quality First Teach Approach</li> <li>Interventions</li> <li>Vocabulary development</li> <li>Mental Health support</li> </ul>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>Staff using Quality First teach approach – which in turn impacts on pupil progress</p> <p>Vocabulary development is a key feature across the curriculum</p>	<p>QFT – materials</p> <p>LCC / DfE guidance on Mental health support</p>	Nil initially.	<i>Teacher assessments</i>	<p>Lisa Rund – PHSE – mental health</p> <p>Leonie Millward</p> <p>QFT and Vocab development</p>	<p>Implemented successfully – all staff received guidance</p> <p>Implementation has been monitored</p> <p>Assessment data has been fully analysed</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>Assessment data</li> <li>Standards and Effectiveness report to Governors</li> </ul> <p>SIP – for next academic year will pick up on the Quality First teach next step development</p>

<p><b>B</b></p>	<p>CPD provided for staff on the effective use of the new online learning platform (TEAMS based).. Children are trained in its use throughout the autumn term Staff training in first half of Autumn term 2020..</p> <p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of Spring term 2021.</p> <p>Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p>	<p>To use TEAMS as an effective learning platform – initial training for staff in September 2020 with Durham LA ITSS department.</p> <p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.</p>	<p>DfE grant – Risual</p>	<p>Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and use of strategies.</p> <p>Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p>	<p>IT subject lead – R Redfern.</p> <p>HT to provide project overview.</p> <p>Class teachers to be responsible for sending out and collating parental responses.</p>	<p>Staff training implemented for</p> <ul style="list-style-type: none"> <li>• MS Teams</li> <li>• Cyber security training for school staff (National Cyber Security Centre)</li> </ul> <p>Remote learning policy implemented</p> <p>Training Guidance for Parents on Teams provided</p>
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## Targeted academic support i.e. structured interventions, small group tuition and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
D	<p>Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support.</p> <p>Structured closing the gap timetables will be put in place in each classroom – these will address generic gaps in the morning and in the afternoon the children will be split into groups for targeted support and intervention based on ongoing teacher assessments TA's and Teachers will run the targeted groups.</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	To be determined as we progress into 2020/2021..	<p><i>Determined from assessments made at the start of the autumn term 2020.</i></p> <p><i>End of year baselines to be used – July 2021.</i></p>	<p>HT/DHT strategic overview.</p> <p>English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p>Implemented successfully Had to be evaluated after 2<sup>nd</sup> lockdown when the children returned to school on March 8<sup>th</sup> 2021</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Monitoring reports for Governors</li> </ul>

E	<p>Afternoon targeted specific provision. Reading and Maths Intervention and support with identified pupils.</p>	<p>KS1 and KS2 Reading Results to improve as progress and learning develops during 2020/2021</p> <p>Targets to be set for each cohort based on autumn term mid-way assessments</p>	<p>Ongoing school based attainment and progress trackers across each term in 2020/2021.</p>	<p>TA costs and supply costs to be determined after we see numbers of children identified as needing catch up support from initial September 2020 baselines across key areas.</p>		<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p>In place</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>• Provision maps</li> <li>• Evaluation of provision by staff</li> <li>• National Tutoring Programme</li> <li>• Evaluation of progress against set expectations</li> </ul>
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## Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
G	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021</p> <p>To continue to support high need families / children that are self-isolating / shielding or remote learning</p>	<p>To maintain the high / positive levels of behaviour that we expect from our children</p> <p>Emotional wellbeing</p> <p>Effective support mechanisms in place for families and children that are struggling with the pandemic</p>	<p>Much work was done by staff during the March2020-July2020 Covid 19 school closure in order to maintain the Family ethos and approach that we strive for as a school.</p> <p>Children still have good relationships with staff in school and this should provide a positive starting point for behaviour management and emotional wellbeing during 2020/2021.</p> <p>Connections that were established with families during the first lockdown will continue</p>	<p>None Initially.</p> <p>Training and CPD costs to be determined as and when required.</p>	<p>Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.</p>	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<p>Learning Mentor – supporting staff with behaviour development across the school</p> <p>Learning Mentor – Solihull Training Spring Term</p> <p>SIP – for next academic year will pick up on the development of play and social skills next step development</p> <p>Reduction in lower level behavioural issue</p> <p>Highlighted children receiving targeted support</p> <p>Families - high need – have been supported throughout the pandemic – this is still ongoing for some families. Early intervention support has been implemented where required</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>• CPOMS</li> <li>• Weekly behavioural monitoring sheets</li> </ul>

H	Health and wellbeing to be first item on staff meeting agenda – and to now encompass staff as well as children	Staff / Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school.	Any training course costs for Learning Mentor to be determined as we progress.	September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	HT to coordinate across school and organise training if/when required during 2020/2021.	<ul style="list-style-type: none"> <li>• In place – embedded into practice</li> <li>• New Learning Mentor very effectively supporting highlighted children and their families</li> <li>• Governor well-being committee formed</li> </ul> Evidence <ul style="list-style-type: none"> <li>• CPOMS</li> <li>• TAF</li> <li>• Governor Minutes</li> <li>• Staff meeting minutes</li> </ul>
	To ensure that there is a smooth transition in place between outgoing learning mentor and new Learning Mentor	Supportive structures are in place and maintained  Children in need are supported	Monitoring records		.	Learning mentor	Achieved  Probationary period / Induction of new staff support – successfully implemented