



# COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	210	Amount of catch-up premium received per pupil:	£78.85
Total catch-up premium budget:	£16,560		

### **Overall aims:**

- To ensure that children maintain a year on year progress rate – or better
- To identify individual children who need support in both academic achievement and social wellbeing

### **Catch up priorities are as follows:**

- To ensure children are happy and settled in school by using a recovery curriculum if and when needed, providing additional support to individual children who need help to reintegrate back into school life
- To ensure children continue to make year on year progress
- To plan assessments so that data can be used to identify gaps in learning
- To give enough time between assessments to address gaps in learning before the next assessment point

### **Approaches that we will implement:**

Spinfield has planned an assessment schedule which will allow teachers to identify any gaps in learning and address these in a timely manner. The school recognises the importance of keeping a balance between well-being and social skills and tracking of academic achievement; we do not want children or parents to feel overwhelmed with assessments and the data that we collect must be useful for teachers in order to move children on in their learning. Assessment data will be used in the same way that it always has been, in that it identifies children who are working below, at or exceeding Age-Related Expectations, it identifies strengths and weaknesses within a class cohort and it drills down to individual children's learning so that challenge and support can be directed as appropriate.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Children's ability to write at length
B	
C	

### ADDITIONAL BARRIERS

#### External barriers:

D	Children had varying levels of adult support and or equipment to access remote learning tasks
E	
F	

## 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?
Assessment at key points during the year for gap analysis	<p>Teachers understand class/group/individual gaps in learning.</p> <p>At the next assessment point, evidence in assessments and ongoing teacher assessment will show that the class/group/individual has complete or a better understanding of the concept that was identified.</p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Whole school assessment points throughout the year. Assessment coordinator to analyse data. Class teachers to set up and implement intervention programmes. Children achieve targets on support programmes.</p>	Head Teacher Assessment coordinator	Once a term

Doodle Apps	Children have access to motivating and self-regulating online learning throughout the year.	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	Class teachers to set as a regular homework activity. Class teachers to monitor engagement.	Class Teachers	Weekly
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Targeted teaching support – additional teacher in class (To commence Summer term 2021)	Children have access to additional teacher in order to provide support for groups/individuals	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. Additional information about effective approaches for supporting great teaching is included in the EEF’s Teaching and Learning Toolkit	Learning walks to identify how the additional support is being deployed. Analysis of assessments. Pupil voice interviews – has this helped learning?	Deputy Head Head Teacher Assessment coordinator	End of summer term 2021
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Support for writing	Children return to presenting work neatly when writing by hand, children are able to write at length	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit	Staff meeting to moderate writing Work scrutiny by SLT to monitor writing.  Assessment coordinator to use the free trial of RM Compare to moderate writing across the whole school.	SLT	By the end of the summer term 2021
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Total budgeted cost: £4840.50

Spend to date 31.03.2021



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?
Intervention programmes set up and implemented – these will be reviewed and adapted each term	<p>Teachers understand class/group/individual gaps in learning.</p> <p>At the next assessment point, evidence in assessments and ongoing teacher assessment will show that the class/group/individual has complete or a better understanding of the concept that was identified.</p>	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities	As per normal, the class teacher will set up intervention groups and outcomes will be monitored each term. If a child is not making progress against targets, the SENCo will offer additional support and strategies. Consideration may be given as to whether the child needs to receive additional support through a SEN support plan.	Class Teachers SENCo	Each term

		Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list. <a href="#">EEF's COVID-19 support guide for schools</a>			
Total budgeted cost: No additional cost to school budget					