

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	196	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15680		

STRATEGY STATEMENT
<p>At Cannon Park, our aim is to ensure all children are back on track in their learning to the point which school closed in March 2020.</p> <p>School Priorities:</p> <p>To identify gaps and re-establish good progress in phonics to enable a return to the normal curriculum content by Summer 2021, leading to EYFS and KS1 outcomes in line with national expectations.</p> <p>To identify gaps and re-establish good progress in reading and writing to enable a return to the normal curriculum content by Summer 2021, leading to EYFS, KS1 and KS2 outcomes in line with national expectations.</p> <p>To identify gaps and re-establish good progress in mathematics to enable a return to the normal curriculum content by Summer 2021, leading to EYFS, KS1 and KS2 outcomes in line with national expectations.</p> <p>To ensure all children receive a broad and balanced curriculum, which provides progression in both knowledge and skills as well as including, engaging and inspiring all children.</p> <p>Our Approach:</p> <p>A) improve learning through digital technology. We will be guided by EEF recommendations from its guidance Using Digital Technology to Improve Learning.</p> <p>B) Promote reading, including phonics and reading for pleasure, in all children.</p> <p>C) Support Quality First Teaching through ongoing CPD, effective support for all staff</p> <p>Our Aims</p> <p>To ensure all children receive a broad and balanced curriculum.</p> <p>To raise the attainment of all pupils to close the gap created by COVID-19 school closures</p>

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	In reading, baseline assessments show 10% children have returned to school in Autumn 2020 at a lower attainment than in Spring 2020.
B	In mathematics, baseline assessments show 16% children have returned to school in Autumn 2020 at a lower attainment than in Spring 2020.
C	In phonics, children in Year 1 and Year 2 have missed teaching phases, leading to gaps in learning as they return to school in Autumn 2020.

ADDITIONAL BARRIERS

External barriers:

D	Most children have been out of school since March 2020, which may affect their learning behaviour as they return in September 2020.
E	Recent events may have affected the wellbeing of children.
F	Some children will continue to be unable to attend school due to COVID-19 isolation periods, leading to low attendance.

Planned expenditure for current academic year

Quality of teaching for all

All actions will be reviewed half termly.

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	Cost
CPD on maths and English for all staff.	All staff are aware of how to support children to 'catch-up' on their return to school.	All staff need to receive effective, regular CPD to provide the best teaching and learning for our children.	TR to create a termly plan of staff CPD linked into school development plan.	TR	School budget
Implementation of reviewed and updated curriculum.	All children will receive a broad and balanced curriculum, which provides progression in both knowledge and skills as well as including, engaging and inspiring.	To promote engagement and pupil wellbeing, we believe all children need to access the full curriculum from September.	TR to support teachers in planning and teaching the reviewed curriculum. Subject leads given time to carry out 'book looks'. Teachers given time to assess curriculum learning. Subject leads given time to create a termly subject summary.	TR	School budget

<p>Develop online learning in KS2 through the use of Learning by Questions.</p>	<p>Children will be able to access question sets in reading, mathematics, grammar, spelling and science, in school or during remote learning. Children are provided with feedback on each incorrect question. As a result, RWM attainment will be back on track by Summer 2021.</p>	<p>'If you use LbQ for just ten minutes a day, you could increase learning by more than 20% in an academic year.' <i>Feedback 50 Project</i></p> <p>LbQ directly addresses each of the EEF recommendations from its guidance Using Digital Technology to Improve Learning. Learning by Questions contains Question Sets for reading, maths, SPAG, science, mainly for KS2. Where LbQ is different from similar products (e.g. Mathletics), is that if a child gets a question wrong, they are given immediate feedback with support on how to find the correct answer.</p>	<p>Learning by Questions will be purchased by half term in Autumn following a demonstration with HT, DHT and Maths Lead.</p> <p>CPD for all KS2 staff on 9.11.20</p> <p>Follow-up CPD for all KS2 staff in January 2021.</p> <p>TR to monitor usage in school and, if applicable, during remote learning and support staff as necessary.</p> <p>TR to analyse assessment results at Autumn end.</p>	<p>TR</p>	<p>£800 for a one-year subscription</p>
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<p>Develop online learning in EY and KS1 through the use of Bug Club.</p> <p>Develop reading in EY and KS1 through purchasing additional Bug Club books, including 268 phonetically decodable books and 171 independent reader books.</p>	<p>Children will be able to access a wide range of phonetically decodable books at home, even if they are remote learning.</p> <p>Teaching and learning of Phonics will be consistent across EY/KS1 through the use of Phonics Bug.</p> <p>As a result, reading attainment will be back on track by Summer 2021.</p>	<p>In the context of the UCL-IOE study, conducted at 30 schools for primary school teachers and students using Bug Club to support English (Key Stage 1 and Key Stage 2), Pearson found that:</p> <p>After 5.5 months, pupils using Bug Club made significantly greater progress in their reading than children in schools not using Bug Club as measured by the InCAS standardised reading assessment.</p> <p>After 12 months, pupils using Bug Club continued to make highly statistically significant gains in their reading when compared to pupils not using Bug Club as measured by the InCAS standardised reading assessment.</p> <p>After 18 months, pupils using Bug Club made significantly greater progress in their picture vocabulary than children in schools not using Bug Club.</p> <p>After five terms, pupils in the Bug Club programme were 11 months ahead on their expected age equivalent reading score, relative to their chronological age as measured by the InCAS standardised reading assessment.</p> <p>After 5.5 and 12 months, Bug Club made a statistically significant impact on the reading gains of children in receipt of pupil premium as measured by the InCAS standardised reading assessment.</p> <p>Further evidence</p>	<p>AW to meet with Pearson rep in Autumn 1 and arrange a trial.</p> <p>AW to share trial with KS1 staff.</p> <p>Staff meeting on 9.11.20 for all EY/KS1 staff to discuss how Bug Club would work in school.</p> <p>Autumn 2 – Bug Club purchased Bug Club expectations to be created as a team and monitored by TR/AW regularly.</p> <p>Parents to be given a choice of physical books or online books from Bug Club or a combination of both.</p>	<p>TR/AW</p>	<p>Bug Club Online £3774.60 for a three-year subscription</p> <p>Bug Club Books £1646.66</p>
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<p>Develop online learning by purchasing Chromebooks.</p>	<p>Children will be able to access digital technology in school regularly to support their learning. As a result, children will be more confident in using digital technology during remote learning.</p>	<p>Evidence from EEF on using digital technology to improve learning.</p>	<p>CW to find best quote and purchase Chromebooks TR to organise use of Chromebooks across the school, in combination with existing digital technology JY to support staff in digital learning as computing lead.</p>	<p>CW/TR/JY</p>	<p>£7949</p>
<p>Develop online learning in mathematics for EY/KS1 through the use of Maths Shed.</p>	<p>Children in EY and KS1 will be able to develop basic number skills online, both in school and while remote learning. As a result, mathematics attainment will be back on track by Summer 2021.</p>	<p>Maths Shed has been developed to be 'dyslexia friendly' using the 'Open Dyslexic' font and has three levels of difficulty to support pupils of all abilities through the maths challenges with appropriate degrees of scaffolding.</p>	<p>TR to work 1:1 with EY/KS1 teachers to train them on how to use Maths Shed in school and while children are remote learning.</p>	<p>JY</p>	<p>£65</p>

<p>Update reading books for Y5/6.</p>	<p>Children in Y5/6, who are below age-related expectations in reading (Y5 38%; Y6 50%) will have a wider range of books to select from, books which they may enjoy, which will promote a love of reading and increase engagement.</p>	<p>Badger Learning offers two book sets which cover from 200L-650L. The Barrington Stoke AR Pack would add books that look age appropriate by authors children may have heard of. All three packs would provide 96 books to be split between the two classes. Children who are still below age-related expectations for reading will have a more age appropriate range of 'real' books to choose from, which will increase engagement and developing a love of reading.</p>	<p>NC to research appropriate books for Y5/6. School to purchase books. NC to share books with Y5/6 children. Class Teachers/TAs will promote books to relevant children and monitor usage.</p>	<p>NC</p>	<p>£464</p>
<p>Purchase White Rose Premium to support teaching and learning of mathematics.</p>	<p>Quality first teaching in mathematics will improve due to a wider range of resources to support learning resources in mathematics. Children learning remotely will be able to access high quality instructional videos linked directly to in-school provision. As a result, mathematics attainment will be back on track by Summer 2021.</p>	<p>The three main aims of the National Curriculum are for all children to be fluent, to reason and to problem solve. It's therefore vital that all children can access all the questions. White Rose has varied the level of challenge in their reasoning and problem-solving questions so that some are accessible to every child while others help to stretch thinking and deepen understanding.</p>	<p>JY to look into White Rose Premium. School to purchase in Autumn. JY to lead staff CPD on how to incorporate White Rose Premium resources in our learning resources.</p>	<p>JY</p>	<p>£99</p>
<p>Total budgeted cost:</p>					<p>£14798.26</p>

Targeted support

All actions will be reviewed half termly.

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	Cost
Purchase Depth Writing resources to support children to achieve greater depth standard at KS2.	KS2 writing assessment % of GDS will be above the national average in 2021.	Anecdotal evidence from other teachers show Depth Writing resources having a positive impact on GDS writers. This resource will compliment our Practice/Write/Challenge approach to writing at Cannon Park.	TR to look at examples and read other teachers' opinions with evidence in books. TR to share resource with Y5/6 staff. TR to monitor usage in Y5/6 writing.	TR	£29.99
Catch up tuition – after school English and Maths club for identified Y6 children in preparation for KS2 assessments led by JY	KS2 assessments in reading, writing and mathematics will be in line with national average.	Children in Year 6 have missed a term of in school learning in Year 5. These children have the least amount of time left at Primary School so providing identified children with additional support from the Class Teacher will support children in leaving primary school achieving age-related expectations in reading, writing and mathematics.	VM/TR/JY to identify children most in need of catch-up tuition, and plan dates and times. JY to lead catch-up tuition group sessions as the children are in Y5/6 bubble.	TR/JY	£700
Total budgeted cost:					£729.99

Other approaches					
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?
Learning Mentor to support children's wellbeing.	Children will feel safe and happy to be back in school. Children will return to their positive learning behaviour.	Mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF	TR and TS will meet weekly to devise a timetable ensuring the right children receive the right support. TS will monitor safeguarding issues and have weekly safeguarding meetings with VM and TR. TS will liaise with staff to discuss children as appropriate.	TR/TS	Weekly
Continue to monitor attendance and follow-up as appropriate.	School attendance will be above the national average.	Children learn better when they are in school.	JT will monitor attendance daily. JT will meet with TS (Learning Mentor) to share attendance concerns. TS will work with families to support attendance. School will follow national and local authority guidelines on attendance.	VM/JT/TS	Daily
Total budgeted cost:					In budget