



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	27	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,560		

STRATEGY STATEMENT

Portway Infants catch up strategy will ensure all children have access to high quality support and teaching to raise attainment;
To reduce the attainment gap between disadvantaged pupils and their peers
To raise the attainment of all pupils to close the gap created by COVID-19 school closures

What the research tells us:

EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment

School closures are likely to reverse progress made to narrow the attainment gap in previous years

Disadvantaged pupils will have been disproportionately negatively affected by the school closures, sustained support will be needed to catch up

Effective remote learning will mitigate the extent to which the gap widens

It is unlikely that a single 'catch-up' strategy will be effective

Supporting pupils to work independently can improve outcomes (links to metacognition and MPTA scaffolding framework)

Nationally, Ofsted has just published a report (November 2020) setting out the main findings from its 'fact finding' visits to schools earlier this term. This expressed concern about lost learning across the age ranges and highlighted specific concerns around early years child development; setbacks in particular areas of education, including children's stamina for writing and reading, the impact of school closure on vulnerable children and mental health, and physical fitness. The report found that children who were well supported at home were most able to cope with the school closure period. Children with SEND and those vulnerable to poor outcomes were highlighted as being most affected in respect of their care and education. The report notes school leaders' and staff resilience, but also reflects the impact of COVID on staff shortages and resources.

Taken from DfE Coronavirus (Covid19) Catch Up Premium

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances

We know from research and from our experience over time that when gaps are closed in the Early Years Foundation Stage then they remain closed throughout the child's educational career. Early Intervention has the single most significant impact and school readiness is an influential factor in determining the academic success of a child.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children are currently behind age related expectations in Maths and English due to time missed at school due to Covid19
B	A well balanced curriculum has been postponed with home learning, restricting what subjects were taught.
C	Interventions across year groups cannot happen due to class bubble restrictions.

ADDITIONAL BARRIERS

External barriers:

D	Home learning was not undertaken fully or at all in some households during National Lockdown, this could happen again on any future National Lockdowns.
E	Some children, do not have access to technology in the home to fulfil home learning expectations if there is a closure of their bubble for any period of time.

Planned expenditure for current academic year

Quality First 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?
Effective professional development for teaching staff impacts on progress	Staff are well prepared to teach their classes from starting points. Knows previous years objectives for each subject. The development of a language rich curriculum will focus on extending vocabulary and extending cognitive academic language.	"Great teaching is the most important lever schools have to improve outcomes for their pupils." EEF's COVID-19 support guide for schools 32% of Reception children are on track for GLD 71.28% was the National average in 2019 0% of children are at age related expectations in Reading, Writing and Maths. Excellence in the Early Years Foundation Stage ensures that disadvantaged children have the gap narrowed at the earliest stage. A strong focus on the deployment and use of adults will ensure that they are effective and have impact on learning.	Quality PD and support for staff monitored and facilitated by the Senior Leadership team We have a high expectations for all children and know that the best way for the children to catch up on lost learning is to access high quality, consistently excellent teaching. Strategies to ensure this include: Frequent professional development for teachers and teaching assistants which includes coaching, team teaching and mentoring.	Lisa McSherry	Termly

Teaching quality is high when children are remote learning.	Implement Home Learning Contingency plan for isolating pupils to meet DfE requirements and avoid increasing teacher workload. All children will be signed up to Class Dojo.	“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.” EEF’s COVID-19 support guide for schools	Monitoring of the quality of teaching remotely by the Senior Leadership Team. Remote Learning Contingency plan reviewed and amended regularly.	Lisa McSherry	Half termly
Assessment is robust and informs planning. Formative and summative assessment will be used.	Children are accurately assessed and this informs planning to identify gaps. Teachers have time to deliver and analyse findings.	“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.” EEF’s COVID-19 support guide for schools Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.	Teaching assistants to help gather assessment evidence and support the teacher in delivering standardised tests. Questionnaire. Pupil Progress meetings Book looks	Lisa McSherry and Senior Leadership team	Half termly
Total budgeted cost:					£4,000

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?
Small group interventions and precision teaching happen regularly. Employ two teaching Assistants.	Children's gaps in knowledge will diminish rapidly, aiding age related objectives to be taught.	"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy." EEF's COVID-19 support guide for schools	Learning walks Pupil Progress Meetings Dialogue with staff Data collection Book looks Employment of a Teaching Assistant Employment of an Apprentice Teaching Assistant.	Lisa McSherry and subject leaders	Half termly

Total budgeted cost: £12,560

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?
Increase broadband capacity at school so teachers can prepare high quality videos for remote learning and best communicate with children and parents,	Quality of provision for remote learning will improve. Children will engage more with work set for home learning.	"Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school." EEF's COVID-19 support guide for schools	IT support will advise best quality and price for our budget. Feedback from staff and children will tell as to whether the action has been successful. Professional dialogue with staff.	Lisa McSherry Kate Brown	Termly

Total budgeted cost: £2,000

Impact of the Catch-Up Premium Funding

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

“As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.”