



Cramlington Village Primary School

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COVID catch-up premium report 2020-2021

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils for October 2020 census:	184	Amount of catch-up premium received per pupil:	£80
Total catch-up premium funding budget for academic year 2020-2021	£14,720	Total amount of additional costs to school for academic year 2020-2021	£18,796.12
Total spend on Catch-up	£33,516.12		

STRATEGY STATEMENT

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Cramlington Village Primary School based on eligible pupils is £14,720

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account. In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens

- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and governors of the impact it has on pupil achievement.

Alongside other actions identified in the School Development Plan, the overall aims of the catch-up premium strategy are as follows:

- 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
- To develop phonics/ early reading in EYFS and KS1
- To continue to develop rapid recall in mathematics in all classes

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils in EYFS and Key Stage One have fallen behind with their learning of phonics and early reading.
B	The majority of pupils in Key Stage Two, in particular Y3 & Y4, have fallen behind in core curriculum subjects e.g. reading, writing and maths
C	Prior underachievement in mathematics. Identified as not on track to meet ARE at mid-point 2019-20 and/or under attaining at end of last key stage

ADDITIONAL BARRIERS

External barriers:

D	High number of pupils who do not have access to reliable technology at home to support home learning and homework tasks
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Planned expenditure for current academic year

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?
<p>1) Appoint unqualified teacher via Academic Mentor Programme. Salary 100% funded through this scheme, however On costs are an additional cost to school of £7121.</p> <p>Unqualified teacher recruited to complete mathematics interventions across all year groups for the academic year 2020-21.</p>	<p>Pupils will maintain the progress before lockdown e.g. if a child was on track to be working at ARE by the end of 2020, they remain on track and achieve ARE by the end of 2021. This will be measured through end of termly/ end of year attainment targets.</p>	<p>Covid-19 Support Guide for Schools EEF Remote Learning: Rapid Evidence Assessment</p> <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.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. 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.</p> <p>Tuition is likely to be a particularly</p>	<p>Weekly meetings with NQT to discuss progress and development areas over the week.</p> <p>Half-termly assessment and review of pupil progress.</p>	<p>AT and DW.</p>	<p>Half-termly</p>
<p>2) Appoint an NQT FTE. The appointed teacher will support Y3 with</p>				<p>MC, DW and CM</p>	<p>Weekly NQT meeting with DW</p>

<p>smaller groups for maths, reading and writing.</p> <p>£11,408 cost to school from Catch-up funding.</p> <p>3) Purchase TT Rockstars subscription to support fluency in mathematics</p> <p>£201.48</p>		<p>effective catchup approach. The EEF estimates that the average impact of one-to-one tuition is five additional months' progress (EEF, 2020b). An evaluation of low-cost tutoring delivered by university students showed a positive impact on learning of three additional months' progress (Torgerson, 2018).'</p>		<p>SK, DW</p>	
<p>4)EYFS/ KS1 teaching staff, recap training in RWI scheme. Whole class approach with targeted support for 30 mins in the morning and additional 30 min sessions each afternoon.</p> <p>Phonic book bag books £304.70</p> <p>RWI sound card £73.05</p>	<p>All pupils rapidly recover reading skills (including phonics) so they meet or exceed ARE</p>	<p>Covid-19 Support Guide for Schools EEF Remote Learning: Rapid Evidence Assessment</p> <p>Reading identified as key area of vulnerability due to lockdown and a key school improvement priority, specifically in EYFS/KS1.</p> <p>'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.'</p>	<p>Half-termly assessment and review of pupil progress.</p> <p>Review of RWI groups - adjust pupil groupings to support progress.</p>	<p>LB, MC, DW</p>	<p>Half-termly plus RWI assessment every 6 weeks</p>

<p>Oxford Owl online Library £600</p> <p>RWI training and access to online portal £3475</p> <p>5) Purchase additional resources for RWI (smaller groups so additional resources have had to be purchased in light of this change)</p> <p>RWI sound cards £284.45</p> <p>RWI online £252</p>		<p>'Tuition delivered by qualified teachers is likely to have the highest impact.'</p>			
<p>6)Purchase additional Chromebooks for pupil premium children to support children to access additional revision activities for homework - particularly in maths and reading.</p> <p>Chromebooks purchased and issued to selected PP children (this is in addition to the DfE funding for Chromebooks)</p>	<p>Selected pupils make or exceed the expected level of progress</p>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>By ensuring that children have access to quality maths and reading practice at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and reading.</p>	<p>SK, AH, DW</p>	<p>Half-termly data review</p>

<p>£165.83 x 48 = £7954.84</p>					
<p>7)Planning for pupils with Special Educational Needs and Disabilities (SEND) by appointing and training a Thrive practitioner.</p> <p>GS Thrive training x 10 days.</p> <p>£1394 total cost to school for training.</p> <p>Annual subscription £447.60</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence IEP targets will be achieved.</p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self regulation to support them in organising equipment, their time and remembering routines.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs.</p> <p>Personalised IEPs and the systematic approach of the SENDCo ensures provision is implemented and needs met. Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.</p>	<p>GS, DW</p>	<p>Half-termly SEND reviews</p>
Total spend					£33,516.12
Tota catch-up premium funding					£14,720
School's main budget contribution					£18,796.12