

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	213 currently BUT funded on 209 (2019 census data)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,720 Based on October 2019 census 209 children	25% of allocation received November 2020 on the basis of 2019 October Census. <i>The next payment may increase the overall catch up premium budget as is based and altered to reflect the October 2020 census</i>	£4,180

STRATEGY STATEMENT

The catch up premium allocated to Neroche will be used in line with the Government conditions of grant 2020/2021. It will be used for the purpose of the school and for the benefit of pupils registered at the school in reception to Year 6 since September 2020. We have chosen to allocate the entire catch up premium for use in this academic year, although schools are permitted to carry this premium forward into future financial years. The catch up premium is allocated on a per pupil basis, however, in line with the Government guidance Neroche will use it as a single total to prioritise support for pupils according to their needs. The identified needs at Neroche for the use of the catch up premium are centered on SEMH, Phonics, Reading enjoyment and Maths Fluency.

The high level of need in terms of SEMH since September is an identified barrier to children's achievement and their ability to catch up effectively. SEMH needs are not only impacting on individual children but on their cohorts. Due to this identified need SEMH is an identified priority in terms of the catch up funding.

Maths fluency has been an obvious area of need across the school since the September return. The pace of lessons is noticeably slower due to the lost fluency of the children. Additional focus on maths fluency and the use of White Rose as a key strategy is being utilised to support rapid catch up. Numicon assessments are being utilized to rapidly identify key areas of weakness for individual children with speed and accuracy.

The increased IT provision in classrooms is a key resource to support all areas of catch up and the resources are being utilised to support independence of children especially SEN children when engaging with additional learning opportunities throughout the day. Additional IT hardware can be utilised as a key tool for differentiation enabling children to record in alternative ways. It also provides the opportunity for class teachers to ensure some of our most vulnerable children has the opportunity to become familiar with the use of IT resources that they will need to use in the event of a school closure, bubble or self-isolation period.

Phonics and reading have been identified as key priorities as these underpin the whole curriculum. Phonics teaching is the priority in EYFS and KS1 and additional time has been designated to high quality differentiated phonics teaching. Some children have had limited access to high quality reading materials during their absence from school so a love of reading needs to be maintained in line with the use of the catch up premium.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT – ACADEMIC BARRIERS

Phonics levels in Year 2

Due to variance in the Year 1 children who returned to school when they had the opportunity in June there are big differences in the phonics levels within the Year 2 cohort. The Year 2 cohort are the first cohort not to have done the Year 1 Phonics check since it was introduced in June 2012. This cohort need to do this check in December 2020. High levels of skilled input are in place to support this variance and catch up.

Limited transition for EYFS starting school

The new Reception cohort had a very different introduction into school. This potentially means more children will have a flexible start to school and so therefore may have parttime timetables at their parents request. If a child only attends part time then they are only exposed to learning opportunities part time.

Maths Fluency

The maths fluency and the embedded maths knowledge that needs to be transferred across different mathematical contexts needs securing across the school. Children have returned to school with reduced maths fluency and therefore confidence levels in maths are reduced, this is a concern as maths progress scores at the end of KS2 are low.

Social Emotional Mental Health (SEMH)

One of the biggest academic barriers for the children at Neroche is the SEMH needs of the cohorts on return. Not all children are showing signs of SEMH needs however, the SEMH needs of others are so significant that their needs are having an impact on not only their own but others in the same cohort's academic attainment.

ADDITIONAL POTENTIAL BARRIERS

Potential parental anxiety about children attending school and being exposed and at risk of contracting COVID-19

This could have an impact on school attendance. If a child is not in school then we have limited opportunity to support the catch up.

Potential mixed levels of parental confidence and opinion regarding the use of Google Classroom as the school's remote learning platform.

This could result in a lack of engagement with learning at home on a weekly basis to support catch up or if we reach a tier 4 lockdown in the future.

Potential staff absence due to COVID symptoms and the need to self isolate.

Consistent members of staff working with children may be affected due to staff members themselves needing COVID tests and needing to self isolate in line with Government Guidance and expectation. Limited supply teacher available. Schools have to fund this added expense themselves, approx. £160 a day for a supply teacher.

As a school we have extended our drop off and collection time to limit the number of parents on site. This has supported one aspect of the return but has resulted in a different start and end to the school day. Curriculum time has not been lost as we have shortened the lunchbreak to make this possible. However, interventions could start previously at 8.50am utilising the first 10 minutes of a day and the last 15 minutes of a day used to be maximised as a reflection time for SEMH needs or 1:1 reading. The staggered end to the day doesn't support this as the adults are needed to ensure a safe release to parents waiting outside.

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?
<p>1. Additional laptops purchased so each classroom has a dedicated laptop for use by the children.</p>	<p>Increased IT hardware available in each class bubble as part of the quality first teaching resourcing.</p>	<p>SEN interventions and support can be accessed via the additional laptop.</p> <p>Passport for learning targets can focus on specific IT software to support targets.</p> <p>Increased access to Accelerated Reader quizzing to support reading catch up.</p> <p>Increased access to maths and spelling software to target catch up plans for individual children.</p> <p>Increased number of laptops available for children to access the remote learning platform IF schools reach tier 4 and have to close to all except Key Worker and Vulnerable children.</p>	<p>Additional class laptops need to be used as part of general class provision and evident on teacher planning.</p> <p>SEN children need specific targets that includes the use of software that they can access on the laptops. Evidence of targets seen in passports for learning.</p> <p>Laptops need to be suitably charged daily.</p> <p>Improvement evident against Passport for learning targets by children on the SEN register.</p> <p>Increased access to Accelerated reader quizzing. Therefore increased Accelerated Reading data.</p>	<p>Headteacher SENCO</p>	<p>Daily and on an ongoing basis in terms of use within the class.</p> <p>SENCO will review the use of the resource for interventions and will use child voice to gauge added enjoyment and participation levels.</p> <p>Planning scrutiny to see use of IT as a differentiation tool.</p>
<p>2. Increase books in the new reading book area/library.</p> <p>New Librarian roles created to have a greater child input into books at school.</p>	<p>New books to entice and engage reading.</p>	<p>Libraries were closed during the lockdown and even when schools reopened resources were not shared or taken home.</p> <p>Children will have had limited and varied access to books depending on their home circumstances.</p>	<p>Children wanting to change books and take Accelerated Reader quizzes.</p> <p>Children enticed by new books on offer and recommended to read.</p> <p>Reading assessments will be on track or progress exceeding.</p>	<p>English Lead</p>	<p>Termly Accelerated Reader data and diagnostics.</p> <p>Termly Reading data available</p> <p>Child voice ongoing.</p>

<p>3.Any child not meeting the expected standard for end of the previous year has been identified and is in receipt of intervention.</p>	<p>Every child in the school who is not working at the expected at standard of their previous year group has been identified as priority and are in receipt of additional support.</p>	<p>Additional support will look different for each child but will include elements of additional support in lessons, pre teaching, small group intervention, 1:1 intervention, SENCO support, SENCO assessment.</p> <p>Increased SENCO time on site (x21 days) to support early identification of needs and support class teacher concerns and initial SEN identification.</p> <p>Staff will attend training both external and internal and through dissemination to upskill and increase awareness.</p>	<p>As the children progress throughout the academic year data drops will reflect a positive change in attainment.</p> <p>More children are identified as needing support.</p> <p>More children are involved in high quality interventions to support their needs. <i>This won't be limited to children on the SEN register but the SEN register may increase as a result.</i></p>	<p>Headteacher SENCO Class teachers</p>	<p>Data drops and professional dialogue between staff.</p> <p>Pupil Progress meeting discussions.</p> <p>Discussions with SENCO.</p> <p>Internal moderation of assessments.</p> <p>Intervention records and impact.</p> <p>Plan do review cycles.</p>
<p style="text-align: right;">1. £4000 2. £1000 3. £4500</p> <p style="text-align: right;">Quality of teaching for all - Total budgeted cost for this section: £9000</p>					

Targeted support					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
1.Forest School nurture group	<p>Small group of children to have the opportunity to have rest bite from the classroom environment and to experience high level outdoor learning.</p> <p>Improved attendance.</p> <p>Improved emotional intelligence.</p>	<p>Forest school activities and outdoor learning improve children's wellbeing.</p> <p>Outdoor learning gives children the opportunity to transfer their skills in a different context.</p> <p>Child voice at the school is that children value Forest School opportunities and would like to do more.</p>	<p>The group will be limited to a small selection of invited children.</p> <p>The school's Forest School leader will be given dedicated paid planning time to ensure the small group sessions are planned to support the needs of the group and include as many practical activities and experiences as possible.</p> <p>There is an element of calculated risk involved in Forest School activities and risk assessments are carried out by the qualified Forest School leader to ensure safety.</p> <p>High adult to child ratios to ensure maximized opportunities and high levels of involvement in hands on activities.</p>	<p>Forest School Leader</p> <p>SENCO</p>	<p>On a half termly basis.</p> <p>Weekly in terms of child reaction and child feedback.</p>
2.Staff trained in THRIVE	<p>Improved capacity within the school to identify and assess emotional levels of the children and support this effectively.</p>	<p>THRIVE is a recognized tool in being able to identify and support children's emotional needs.</p> <p>Staff who are trained in it's use can carry out diagnostic assessments which give clear guidance of where a child is working emotionally. Clear strategies are then put in place to support an individual child to deal with their emotions with a view to bridging the gap between their emotional and chronological age.</p>	<p>Completed training so staff member at Neroche holds the qualification.</p> <p>Implemented use of THRIVE to support emotional understanding go children facing SEMH challenges.</p> <p>Evidence of THRIVE included in targets and strategies/provision for children.</p>	<p>SENCO</p>	<p>Once training is complete this will be reviewed when each child is supported with the program and diagnostic tools.</p>

3.Morning arrival support group	Improved attendance. Reduced stress for parents and children when saying goodbye.	Children and parents who are finding the morning drop off challenging are finding this even harder when they are on public display and have an audience to cope with. By removing the audience and making the arrival more discrete emotions can be supported appropriately without fear of peer comment/judgement. Children who are in a heightened state of anxiety are not able to learn until the chemicals in their brain have re-regulated. They need an opportunity to cope with this out of class and with support so they can rejoin their class and learn effectively.	Child voice. Parent voice. Monitored use of the group (frequency, patterns of days etc)	SEN HLTA	Ongoing daily
4.Staff trained in Emotional Literacy (ELSA)	Improved capacity within the school to support emotional literacy needs and provide ELSA support.	ELSA is a recognised tool to support children with their understanding of their emotions and feelings. Children need to understand emotions to be able adults to help them reflect.	Training has been completed. ELSA is a strategy that can utilised at the school as an intervention to support.	SENCO SEN HLTA	Once training is complete this will be reviewed when each child is supported with the program and diagnostic tools.
5. Additional Educational Psychologist hours purchased for support and work in school with groups and individual children.	Increased EP involvement for a larger number of children needing this level of external support and intervention.	EP hours are limited to Maintained primary Schools and very few children are able to benefit from the vital external support. As a result schools are forced to prioritise need. An increase in SEMH needs warrants an increase in EP hours and support and will support children and families to identify and potentially diagnose the bigger picture for individual children.	Children will be carefully identified from prior and catch up need. Evidence will be used to support EP involvement and parents will be part of the process.	SENCO Headteacher	On an individual basis.
Targeted Support - Total budgeted cost of this section:				1. £ 550 2. £3500 3. £ 70 4. £ 600 5. £2500 £6200	

Other approaches					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
1.Food vouchers for FSM children during the half term holiday £15 per child.	Children in receipt of FSM are not at a disadvantage during the half term holiday and do not experience hunger.	Half term coincides with the end of the Furlough scheme. Children in receipt of FSM may experience additional financial hardship due to the end of the furlough scheme. Additional food costs for the half term may be too much of a financial burden for families.	FSM children will receive a physical supermarket gift card rather than a late payment via an online voucher. Any child who is absent on the last day before half term will receive their card in the post with signed for service. Family feedback.	Headteacher	This will be reviewed for the Christmas holiday.
New playtime equipment to be purchased.	Social times are enjoyable for the children in their class bubble. This will result in limited issues coming back into the classroom which could impact negatively on learning time and capacity.	Children are limited to playing with their class bubble only. Social time is important as it ensures they are able to learn when re-entering the classroom with success. These social times need to be supported with equipment to ensure children can engage with their peers. Different groups will have to be developed and different friendships as children are used to being able to socialize across classes/year groups at playtime.	Child voice will influence the equipment that is purchased. School Council will lead the child voice. Each class will be responsible for maintaining their own equipment and cleaning it at the end of social times. Class teachers monitor child response to playtimes and how they are using equipment.	Deputy Head Teacher School Council Mentor Teacher	Half termly checks of equipment
				1.	£ 300
				2.	£ 700
				Other Approaches - Total budgeted cost of this section:	£1000
TOTAL COST OF ALL AREAS					£16,720
Carry forward of funds					£0

ADDITIONAL INFORMATION

Additional information which we have used to support the school's decision making on how to prioritise the spending of the allocated catch up funding available to the school:

- Internal assessment and tracking data – Summer term final data (previous academic year) and Autumn data drop 1
- Evidence from the Education Endowment Fund – EEF guide to supporting school planning: A tiered approach to 2020/21
EEF COVID-19 Support guide for schools
- Government guidance relating to the Catch up Premium
- Staff discussion
- SEN observation and consultation
- Discussions with parents
- Teaching and Learning observations
- Playtime observations
- Attendance records

