

Crosslee Community Primary School COVID-19 Catch-up Premium Report

What is the Catch-Up Premium for?

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.

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Accountability and monitoring

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 and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	398	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,840		

Crosslee Community Primary School - Our Catch-Up Premium Strategy

At Crosslee our catch-up priorities are for pupils to settle back into their education effectively and to be engaged in their learning once again. It is the aim for pupils to be supported socially, emotionally and academically so that they are able to thrive at Crosslee. Our focus will be on accelerating progress in English and Maths across the school towards Age Related Expectations alongside improved mental health and well-being following the pandemic and the associated challenges.

At Crosslee we have focused on the use of the tiered approach evidenced by the Education Endowment Foundation guidance. Tier 1 - Teaching, Tier 2 – Targeted Academic Support and Tier 3 – Wider Strategies. (Please see EEF guidance for further detail).

Our approaches in terms of catch up provision:

- Additional Teaching Assistants to support groups and individuals in class through support and intervention.
- Additional teacher time to provide interventions across the school, allocated to each year group.
- Training and resources to ensure staff are well trained for classroom teaching provision and to provide support and intervention with effective resourcing across school.
- An adapted curriculum that focuses on mental health and wellbeing and is structured to develop to the full curriculum by the Spring term.
- Quality remote learning which is supported by effective parental and pupil communications.
- Good attendance in school within the constraints of Covid 19.

Our overall aims of the Catch-Up Premium:

- Improved mental health, wellbeing and behavior for learning.
- To raise the attainment of all pupils to close the gap created by Covid-19 school closure.
- Quality remote learning which is supported by effective parental and pupil communications.
- Good attendance in school within the constraints of Covid 19.

Monitoring the impact of our use of Catch Up Funding

At Crosslee Community Primary we will be monitoring the impact of our provision through observation of the pupils and their daily engagement in their learning. The academic progress of pupils will be monitored through the use of termly assessment. This will take place early in the Autumn term, followed by the Spring and Summer. Our provision will be reviewed regularly to ensure that our chosen strategies are effective in achieving our aims.

BARRIERS TO FUTURE ATTAINMENT

A	During the school closure many pupils did not engage in remote learning. As a result, the engagement of pupils in their learning on their return to school is a challenge for some pupils. Also the stamina to complete writing activities and to concentrate on given tasks has been affected for many pupils.
B	As we are in an area of very high deprivation there are already many pupils with low levels of attainment on entry to school. Many pupils have lower than expected speaking and listening skills that impact on outcomes across the curriculum. This has now been exaggerated due to the pandemic and school closure. The attainment of pupils in terms of Reading, Writing and Maths is directly impacted on by not being in school.
C	The mental health and wellbeing of pupils has been affected through the pandemic and needs to be supported to allow pupils to thrive and progress in their learning. Behaviour for learning needs to be focused upon to support pupils to achieve to their best ability.
D	Our original home learning provision was quite limited due to the speed in which it was brought in during Spring 2020. This is to be developed in the Autumn term for greater effectiveness, engagement and impact.
E	Some pupils have had limited access to reading materials during the first period of lockdown and therefore their reading ages are likely to be lower than expected.

Planned expenditure for current academic year

To demonstrate our plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support wider whole-school strategies.

Action	Desired outcome	Costs	What's the evidence and rationale for this choice?	Lead	Impact and evaluation (Autumn, Spring, Summer)
1. An adapted curriculum to support the induction of all pupils across the school. A strong focus on PSHE initially followed by the widening curriculum over the Autumn term.	Pupils are happy and positive about the school experience and are able to engage fully in their education. Levels of stamina and concentration are increased.	No Additional costs	<p>Negative impact on mental health and wellbeing widespread documentation during the Covid pandemic and school closures.</p> <p>Manchester Healthy School's Service expertise. Advice and support.</p> <p>Observations / informal assessment of pupils whilst on lockdown and when returning to school.</p> <p>EEF guide</p>	SR / KW	Curriculum in place, majority of pupils settled and engaged in learning. PSHE focus was successful in settling pupils in to learning. Behaviour policy adapted and promoted with positive impact.
2. Provision of a range of intervention and support for identified pupils with additional needs in terms of their social and emotional needs.	Identified pupils are supported effectively in terms of their social and emotional needs which are met and they make progress to increased engagement in their learning.	Additional T.A costs - £5,000	<p>As above</p> <p>Support from other services such as SS, Bridgelea, Ed. Psyche.</p> <p>EEF guide</p>	SLT, GD	Interventions in place and have made a positive contribution to pupil social and emotional needs. Barrier to some progress with this aim due to high Covid related absence of both staff and pupils.

<p>3. To continue to have a focus on Speech and Language support and provision across the school.</p>	<p>Pupils' speech and language is supported to improve and to impact on outcomes across the curriculum. Pupils make good progress from their starting points.</p>	<p>School SLA, no additional cost for Speech and Language therapist. Additional T.A's - £5,000</p>	<p>Observation and assessment of needs on returning to school. Previous school evidence on the impact of Speech and Language on overall pupil progress.</p>	<p>SLT, GD</p>	<p>Speech and Language therapist in place and other Speech and Language interventions supporting pupils well and making observed progress.</p>
<p>4. To provide additional time to support pupils progress in Reading, Writing and Maths through an adapted timetable.</p>	<p>Pupils make at least good progress from their starting points towards achievement of ARE's. Improved stamina and concentration on tasks set.</p>	<p>No additional costs</p>	<p>EEF guide</p>	<p>SLT, SR</p>	<p>Timetables have been adapted to focus on Reading, Writing and Maths with cross curricular links also.</p>
<p>5. To provide a range of intervention and support across the school to support identified needs in terms of Reading, Writing and Maths.</p>	<p>Identified pupils make at least good progress from their starting points towards achievement of ARE's. Improved stamina and concentration.</p>	<p>Additional teachers and T.A's - £17,090 Use of National Tutoring Programme partners - £2,750</p>	<p>EEF guide</p>	<p>SLT, LH, GD</p>	<p>Interventions have been put in place for all year groups. Teachers / T.A's allocated within bubbles wherever possible. Barrier to this aim has been due to high Covid related absence rates of staff and pupils. Interventions provided immediately in September 20, reviewed for identified pupils following Aut 1 Assessments.</p>

<p>6. To continue to develop our range of reading materials and opportunities to improve our Reading provision.</p>	<p>Pupils make accelerated progress from their starting points in reading. Pupils are engaged and have an increased love of reading and books.</p>	<p>£2,000</p>	<p>EEF guide</p>	<p>SR, KB</p>	<p>Reading materials purchased in Aut 1 to support access to quality reading books across the school.</p>
<p>7. To develop improved remote learning opportunities across the school to limit the impact of this on future learning.</p>	<p>Pupils are able to access remote education easily. They complete online learning opportunities fully with high engagement and this continues to have a positive impact on outcomes.</p>	<p>Provision of 65 free laptops Provision of 5 free dongles School laptops provided also Additional IT support to set up laptops</p>	<p>EEF guide</p>	<p>SR, SLT, RA</p>	<p>Review of Remote learning provision completed in Autumn 1. New provision put in place including live online lessons. Used throughout class closures over Aut 2. Good feedback from parents and pupils.</p> <p>Spring term – Full lockdown. School open for Key worker and vulnerable pupils and remote learning. Plans being fully implemented at present with continued review.</p>

<p>8. To improve parental communications to support remote learning and engagement.</p>	<p>Parental engagement is increased in supporting online learning. Methods of communication are improved to meet the needs of working through a pandemic.</p>	<p>Costs associated with setting up phone and online communications.</p>	<p>EEF guide</p>	<p>SLT</p>	<p>Communications for online learning improved. Increased engagement from parents and pupils. Continue to review and look at systems for parents evening etc. Good range of communication being provided to parents.</p>
<p>9. To ensure attendance is promoted and improved where this is possible.</p>	<p>Attendance is supported effectively to be as good as is possible during the academic year 2020 – 2021.</p>	<p>Costs of any additional Attendance Officer time.</p>	<p>EEF guide Previous school analyses and focus on improved attendance.</p>	<p>AW, DR</p>	<p>Barrier to attendance has been the number of class bubbles being closed over the Autumn term due to high levels of Covid 19 in the community. However non-Covid related absence has been at lower levels.</p>