



# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	254 eligible children	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20, 880		

In June 2020, a £1 billion fund for Education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This is based on the previous year's census and does not include children in Nursery. The spending of this money will be down to schools to allocate as they see fit. To support Barnes Infant Academy in its use of this funding we have made use of the Educational Endowment Foundation support guide for schools.

## STRATEGY STATEMENT

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Upon school reopening in September 2020 our initial priority will be to ensure the mental health and well-being of all of our children. We acknowledged that if children are not in a position mentally to learn, their academic progress will be limited.

Once children have settled back into school we will focus on assessing their understanding and identifying gaps in their learning. Within Key Stage One we will use guidance from Sunderland Local Authority (Together for Children) in order to do this (Pathways to Progress in Reading and Writing). We will then use the adjusted medium term planning and Ready to Progress criteria produced by Sunderland Local Authority (Together for Children) to address these gaps in class. Within Maths a similar catch up curriculum will be introduced following guidance from Sunderland Local Authority (Together for Children). Within Science a recovery curriculum will be planned and implemented within school by the Science coordinator, drawing on staff knowledge of teaching and engagement with science activities between March and July 2020.

In class and out of class interventions will run alongside the adjusted curriculum outlined above. Within Reception interventions will be focused on developing the children's communication skills using Early Talk Boost. Each class within EYFS will have Early Talk Boost intervention taking place three times a week led by an experienced Teaching Assistant who has received training to deliver the program within EYFS. Phonic interventions within Reception will initially be focused on those children who are not secure when using their phonic knowledge when blending and segmenting within phase 2. Interventions will be delivered daily and supported by the key stage lead. Phonic interventions are designed to support and develop the targeted children's phonic skills. One group of children within each of the Reception classes will also be targeted as part of the fun friends program in order to develop their PSED skills and to help the children to develop resilience, self-awareness and regulation skills. Within Year One and Year Two phonics and reading interventions will operate led by a qualified teacher one day a week. In addition, phonics interventions will occur within year 2 with children who are assessed as not working securely within Phase 5 of Letters and Sounds. This will be led by an experienced teaching assistant (supported by the key stage leader) on a lunchtime and three afternoons a week between September and December 2020. Catch up Literacy will be delivered by an experienced and trained teaching assistant on a lunchtime and one afternoon a week from January 2021 onwards. Within Maths the schools Maths coordinator will be running interventions with key stage one children two days a week from February 2021. In addition an experienced teacher will also run English focused interventions with key stage one children one day a week from February 2021,

A further priority will be the development of a robust remote learning system to address the challenges of future individual, class or school isolation. This will be intended to stop further gaps from developing and support children and their families in learning effectively at home when required.

The overall aim of our catch-up premium strategy is to raise the attainment of all pupils to close the gap created by COVID 19 school closures. In addition we aim to reduce the attainment gap between our disadvantaged pupils and their peers.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Impact of COVID 19, lockdown and isolation on attainment and secure understanding in phonics and reading.
B	Impact of COVID 19, lockdown and isolation on attainment and secure understanding in Maths.
C	Restrictions of COVID 19 on ability to introduce interventions and extra tuition.

ADDITIONAL BARRIERS	
External barriers	
D	Impact of COVID 19, lockdown and isolation on well-being of children and families.
E	Need to further develop online and offline remote learning provision to support children and families in cases of individual, class and school isolation.
F	Need to further develop support offered to families in terms of guidance relating to how they can support their child.

## Planned expenditure for 2020-21

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>Focus on mental well-being of children across school upon school reopening. Ongoing as required.</p> <p><b>Included in other budgets</b></p>	<p>Children eager to come to school, settled in class and able to learn.</p>	<p>School closures and the other impacts of COVID 19 will have had an adverse effect on the mental health and well-being of some children. Social and emotional position of children and families has been identified as a barrier by EEF.</p>	<p>Monitoring of planning, PSHE assessment, discussions across year groups as part of key stage and staff meeting time. Completion of Mental Health Charter Mark.</p> <p>Increased focus on PSHE through within class stories, discussion and reflection time. Time to share news and achievements built into school day alongside activities to promote well-being and mindfulness. Focus on ensuring each day ends on a positive.</p>	<p>Mrs Rushworth</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021.</p>
<p>On-going training linked to adapted curriculum and methods of teaching and learning to ensure accelerated progress in phonics, reading, writing and maths for all children. Also ongoing training linked to online learning.</p> <p><b>Included in other budgets</b></p>	<p>Adapted curriculum and teaching methods linked to phonics, reading, writing, maths and challenge.</p> <p>An adaptive and responsive remote learning system in place.</p> <p>85% of children to be working at age related expectations by July 2021.</p>	<p>Quality first teaching is the most important steer to improving academic progress for children.</p>	<p>Organisation of training within school (effective use of teaching assistants, phonics, use of revised planning documents related to COVID 19, clasdojo, Oak Academy, Education City, zoom and other online resources as they are identified). Participation in external training organised by Sunderland Local Authority (Together for Children), Great North Maths Hub and other bodies.</p> <p>Evaluation of impact of this training on teaching and learning.</p>	<p>Miss Young, Mrs Rushworth, Ms Whiteside</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021.</p>

<p>Adjusted curriculum in place within key stage one within English, Maths and Science to reflect impact of COVID. Use of Together for children adjusted long and medium term planning for English. Within Maths and Science the Academy has developed its own adjusted planning format for 2020-21.</p>	<p>Gaps in children's learning in 2019-20 as a result of COVID addressed within planning documents in order to ensure all children are exposed to key ideas and concepts. 85% of children to be working at age related expectations by July 2021.</p>	<p>Quality first teaching is the most important steer to improving academic progress for children.</p>	<p>Monitoring of planning and assessment information. Year group moderation. Discussion with staff.</p>	<p>Miss Young</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021.</p>
<p><b>Included in other budgets</b></p>					

<p>Transition arrangements for new Reception and Nursery children September 2020. Home visits carried out as telephone calls or on site outdoor visits on playground. Booklets with photographs and information sent home to all children. Phone calls to children moving into Year 1 and Year 2 by their new class teacher.</p> <p><b>Included in other budgets</b></p>	<p>Children and families feel well prepared and begin induction happy and settled.</p>	<p>Restrictions due to Pandemic made established induction process and home visits impractical. Knowledge that children and parents need important information to support well-being during transition.</p>	<p>Monitoring of children's well-being. Feedback from parents. Discussion with staff.</p>	<p>Mrs Rushworth EYFS teachers KS1 teachers</p>	<p>October 2020</p>
Total budgeted cost:					£0
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>For nurture, targeted support within class or interventions to be available where needed by children.</p> <p><b>Included in other budgets</b></p>	<p>All children who would benefit from nurture key worker sessions to support their well-being to be able to access them. Use of school counsellor and Early Help to support children and families as required.</p>	<p>School closures and the other impacts of COVID 19 will have had an adverse effect on the mental health and well-being of some children. Social and emotional position of children and families has been identified as a barrier by EEF.</p>	<p>Shared planning for interventions. Mentoring of staff delivering interventions. Monitoring of planning and assessment information. Discussion and evaluation of impact of interventions at staff and key stage meetings and in pupil progress reviews. Use of Boxall profile to assess targeted children before and after work.</p>	<p>Mrs Rushworth, Miss Young.</p> <p>Class Teachers on an ongoing basis.</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021</p>
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<p>For academic focused interventions to run in class and within and across year groups as required to accelerate the progress of children. Including but not limited to Phonics, Catch Up Reading, English and Maths in Key Stage One. Speech and Language, PSED and Early Talk Boost in Foundation Stage. Assessments to occur at beginning and end of all intervention blocks in order to evidence impact.</p> <p><b>£10,150</b></p>	<p>Intervention sessions to run across school to support accelerated progress in Phonics, Reading, Writing and Maths. These interventions will include, but will not be limited to Phonics (all year groups), Catch Up Reading (Year 2), English and Maths in key stage one. Maths coordinator to work an extra two days a week to deliver Maths interventions and an experienced KS1 teacher to work an extra day a week to deliver interventions across Key Stage One. Speech and Language, PSED and Early Talk Boost in Foundation Stage.</p>	<p>EEF identify most valuable form of intervention / tutoring being 1.1 and small group. Different focuses of intervention on different year groups reflect differing needs of children. Other forms of interventions may be identified as necessary over time.</p> <p>EEF COVID-19 Support Guide for schools identifies that interventions are likely to have the greatest impact when they meet a specific need, such as oral language skills or aspects of reading.</p> <p>EEF COVID-19 Support Guide for schools also identifies that small group or one to one tuition delivered by qualified teachers (as with English and Maths in KS1) is likely to have highest impact. Catch up Reading intervention will be delivered by a teaching assistant trained in the programme, EEF COVID-19 Support Guide for schools identifies this as beneficial.</p>	<p>Shared planning for interventions. Mentoring of staff delivering interventions. Monitoring of assessments at start and end of intervention blocks to ensure progress is evidenced. Monitoring of planning and assessment information. Discussion and evaluation of impact of interventions at staff and key stage meetings and in pupil progress reviews.</p>	<p>Mrs Rushworth, Miss Young, Mrs Monaghan, Mrs Taylor, Mrs McGregor</p> <p>Class teachers on an ongoing basis.</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021</p>
Total budgeted cost:					£10,150
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?

<p>To develop digital and non-digital remote learning for cases of bubble, pupil and school isolation or closure.</p> <p><b>Included in other budgets</b></p>	<p>For all children to engage in high quality remote learning via Class Dojo or through other means in cases of individual or class isolation or school closure. Use of Oak Academy or school planned curriculum to ensure remote learning includes clear explanations, scaffolding, practice and feedback. Consideration of transition between remote learning and in school learning for class or whole school closure – daily contact between child / family and class teacher or key stage lead via Class Dojo, zoom sessions.</p>	<p>DfE expect schools to be able to immediately offer access to remote education in cases of isolation or bubble / school closure. Schools required to ensure remote education when needed, is high quality and aligns as closely as possible with in school provision. Provision needs to be effective to stop any further gaps from opening and to prevent children from falling further behind.</p>	<p>Monitoring of use of Class Dojo to deliver remote learning. Monitor use of other forms of remote learning where necessary. Use of Class Dojo for homework and as a form of parental communication from September 2020 will allow school to identify and address issues quickly. Discussion and evaluation of impact of remote learning provision at staff and key stage meetings and in pupil progress reviews. Parental feedback linked to remote learning.</p>	<p>Miss Young Mrs Rushworth  Class Teachers</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021</p>
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<p>To further develop communication with families and engagement via the use of Class Dojo to support effective learning at home.</p> <p><b>Included in other budgets</b></p>	<p>For all families to understand how they can support their child in terms of reading, writing, maths, phonics and in other ways. Discussions and support offered to parents via alternative methods such as Class Dojo and zoom.</p>	<p>EEF acknowledges importance of parental support in helping children to learn at home and that schools and families need to continue to work together as children return to school.</p>	<p>Monitor impact of Class Dojo in terms of completion of homework and remote learning. Questionnaire to parents. Discussion on usefulness of Class Dojo and guidance given in parental consultations.</p>	<p>Miss Young Mrs Rushworth  Class Teachers</p>	<p>Ongoing reviews, January 2021, April 2021, July 2021</p>
Total budgeted cost:					£0

Total Spend 2020-21 £10,150.

Carried forward to be spent in 2021-22 £10,730

## Planned expenditure for 2021-22

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>Ongoing training linked to Little Wandle Letters and Sounds Revised. One 15-20 minute session per week for all staff.</p> <p><b>£1700</b></p>	<p>Consistency in terms of delivery of newly adopted phonics scheme. Accelerated progress within phonics.</p>	<p>EEF toolkit records that phonics has a high impact based upon extensive evidence.</p>	<p>Records of coaching sessions, learning walks, observations, monitoring, discussions with staff, assessment records of children.</p>	<p>Miss Young</p>	<p>Ongoing review half termly.</p>

Release time for subject coordinators to ensure a broad and balanced curriculum. <b>£1500</b>	Curriculum meets needs of all children including bottom 20% and higher ability. Curriculum motivates children. Subject leaders demonstrate a good understanding of progression and delivery within their subject across the school.	The Academy is aware of the need to ensure children continue to receive access to a broad and balanced curriculum.	Discussions with subject leaders, monitoring, learning walks.	Miss Young / Mrs Rushworth / all staff	Ongoing review. January 2022, April 2022, July 2022.
Total budgeted cost:					£3200
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?
Talk Boost Intervention in Key Stage One / Early Talk Boost Intervention in Nursey. Additional staff time to allow for the delivery of these.  <b>£3000</b>	Accelerated progress in terms of children's communication and language skills.	EEF toolkit records that oral language interventions have a high impact based upon extensive evidence.	Monitoring, regular meetings, assessments at beginning and end of interventions.	Mrs Rushworth / Miss Young.	Ongoing review. January 2022, April 2022, July 2022.
Total budgeted cost:					£3000
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?

<p>To provide experiences to enhance cultural capital and address missed opportunities and developments in this area due to COVID 19.</p> <p><b>£4530</b></p>	<p>Children provided with a range of learning opportunities and experiences to replace experiences missed due to lockdown and COVID 19.</p>	<p>School closures, lockdown and the other impacts of COVID 19 will have reduced the opportunities for children to have a wide range of experiences.</p>	<p>Monitoring of planning, discussion with staff, planning for wider opportunities across year groups, organisation of regular trips and associated risk assessments.</p>	<p>Mrs Rushworth / Miss Young.</p>	<p>Ongoing review. January 2022, April 2022, July 2022.</p>
<p>Total budgeted cost:</p>					<p>£4530</p>

Total expected spend in 2021-22 £10,730