

Green Park School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 310 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £24,800 | Payment 1 £14,470(Spring) | Payment 2 £10,330 (summer) |
| Spent up until 31/3/21 | £11,126.12 (inc. Google Classroom) | | |
| Carried forward to Summer 2021 | £4843.88 | Payment due from DfE | £10,330 |

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus. In June, a £1 billion fund for education was announced by the government with funding based on the numbers of pupils at the school. Green Park School will receive £24,800 as shown above with one payment in the spring term and a second payment in the summer. The fund is designed to mitigate the effects of the disruption our children have experienced in the academic year 2020 – 2021.

Green Park School is using the money to fund whole school resources for catch up in core subjects alongside additional teaching time for interventions and focused support for children. This will ensure all pupils benefit from the fund as well as those who need more intensive support receiving what they need in order to recover and catch up.

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning -](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[A_tiered_approach_to_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

and

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020). It now also refers to additional loss of learning from January to March 2021 (although remote learning provided the usual curriculum offer).

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools (they suggest) should be focused on to have the greatest impact this year.

*(The **green text** is the areas within the “The EEF guide to supporting school planning” and the **red text** is those areas detailed in the “Covid-19 support guide for schools.”)*

Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)

Tier 2 – Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes)

Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successful implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology)

This document highlights the barriers we are facing at the school along with our planned use of the catch up funding for the rest of this academic year and beyond.

Identified impact of lockdowns

| KEY ISSUES TO ADDRESS | |
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| Wellbeing and Mental Health Physical health | <ul style="list-style-type: none"> • Key worker and vulnerable pupils (who were in through lockdown) are finding it more difficult to adjust to their peers being back in school – they are suddenly back in busy classrooms and this has been overwhelming for some of them • Some parents have heightened anxiety and this is affecting their children – approximately 5% of children are showing separation anxiety (roughly 15 pupils) • Some of our SEND pupils are showing their anxiety in their behaviours and need additional support/amended timetabling • Approximately 3% of children have come back in poor physical health/over-weight |
| Maths | <p>Specific content has been missed leading to gaps in knowledge and has stalled the sequence and coverage of the maths curriculum. Recall of basic skills has not suffered for all children but some have lost the instant recall of number facts and times tables. These will be revisited and practiced regularly along with calculation strategies and other essential knowledge from the DfE 'ready to progress' document.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>The NCETM website is also being used by teachers to ensure they are teaching what is needed.</p> <p>https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</p> |
| Writing | <p>Children have lost the essential practicing of writing skills – grammar and spelling, handwriting etc. although their composition is still good and they continue to use their imagination when completing written tasks. Some have forgotten about specific writing types and this will be revisited and relearned. Those who have continued to write at home and have completed written tasks have been less affected but some have lost their writing 'stamina' and are more reluctant to write on return to school. Younger pupils and some in KS2 have forgotten spelling patterns and need to revisit their phonics knowledge every day in order to reconsolidate and improve spelling patterns.</p> |
| Reading | <p>Children continued to read during lockdown and used Bug Club on a daily basis. However, the impact on phonic knowledge has affected some children's fluency and some are out of practice and need to develop their confidence again when reading. Children need to be re-engaged with reading for pleasure and provided with opportunities to develop their reading fluency and comprehension skills as well as increasing their reading speed.</p> |
| Non-core subjects | <p>We had made good progress in the Autumn term with filling the gaps in knowledge from the first lockdown. Remote learning was successful in ensuring children continued to have the learning sequences for non-core subjects so we are not seeing as many gaps this term. Those children who did not complete the remote work will have opportunities to revisit missed concepts and knowledge in the summer term and as they continue on their learning journey through the school. New curriculum design has ensured this will be revisited in later units of work.</p> |

ADDITIONAL BARRIERS

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| Routines | Some children are finding it difficult to settle back into school routines and expectations after a second lockdown. We are having to remind and practice every day so they feel safe and know the boundaries are there for everyone. |
| Relationships | Children are being supported to reconnect with other children again. For some it felt like a loss when they couldn't see their friends and for others, there is now a huge sensory overload with having 30 peers back in a classroom and teacher attention is split across more people. Our pupils with ASC are notably struggling and require a great deal of support to help them reintegrate back into school life. |
| Home issues | Some families have experienced breakdown or financial hardship and children need support to manage their anxieties around home issues. |

Planned expenditure for current academic year

| Quality of teaching for all (Tier 1) | | | | | |
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| 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? |
| CPD for all teachers on effective strategies for teaching and learning and improving long term memory. | Improved teaching and learning with children being given opportunities to revisit missed learning opportunities. | Using Rosenshine's principles of effective teaching to ensure children are being taught in the most effective way possible so they catch up quickly. Evidence from the autumn term proved the effectiveness of this. Tom Sherrington's CPD materials to support professional development. Cost: £1,300 for the materials | CPD for all staff using Teacher Walkthrus and National College webinars to ensure equal CPD opportunities. Ensure teachers understand and follow the principles in their planning and delivery of the curriculum. | LN/KBr | Summer 2021 |

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| <p>Planning areas of learning that have been missed during lockdown – addressed through lessons or ‘super learning days’ for foundation subjects</p> | <p>Pupils voice and book scrutiny will show learning has been revisited and acquired by pupils.</p> | <p>Pupils have missed areas of learning from last year. This has been highlighted and addressed via curriculum plans and lesson delivery.</p> | <p>Pupil voice and quality of work will demonstrate how well this is being implemented. Progress and sequencing will be evident in books and in the progress data over the summer term and into the next academic year.</p> | <p>Team leaders</p> | <p>Summer 2021</p> |
| <p>Curriculum redesign using the principles of effective learning so pupils have regular opportunities to revisit essential knowledge.</p> | <p>New curriculum sequences complete so the final curriculum is ‘spiral’ and ensures pupils can build on schemas.</p> | <p>Revisiting knowledge is part of Rosenshine’s principles along with the research around cognitive load and dual coding etc. to ensure pupils can learn effectively without distraction.</p> | <p>CPD for all staff using Teacher Walkthrus and National College webinars to ensure equal CPD opportunities. Ensure teachers understand and follow the principles in their planning and delivery of the curriculum.</p> | <p>LN/KBr and team leaders</p> | <p>Summer 2021</p> |
| <p>Continue to offer a broad and balanced curriculum but prioritise core skills and knowledge within the curriculum offer (e.g. reading across subjects/spelling subject specific words/maths skills in science or geography etc.)</p> | <p>Pupils will have accessed and re-learned key knowledge and skills they have forgotten or missed. They will have been given opportunities to revisit this learning across the curriculum.</p> | <p>DfE requirement is clear that pupils should still receive a broad and ambitious curriculum whilst at the same time revisiting core elements they may have missed. Pupils still need to have access to a broad and balanced curriculum so they do not miss any further learning in non-core subjects.</p> | <p>Pupil voice and quality of work will demonstrate how well this is being implemented. Progress and sequencing will be evident in books and in the progress data over the summer term and into the next academic year.</p> | <p>Team leaders and teachers</p> | <p>Summer 2021</p> |

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| Staff use of 'ready to progress' documents for maths when planning. | Maths lessons focus on key objectives so pupils are secure for transition. | DfE documents that will ensure pupils focus on the key areas of learning needed to successfully progress to the next year group. | Maths lead to ensure all staff have reference to these documents when planning and delivering maths lessons. | Maths lead and SMT | Summer 2021 |
| Addressing pupil needs in whole school spelling/reading/writing through use of Bug Club and new books. Key objective documents to be used by all staff. | Pupils are accessing Bug Club for reading and additional phonics support. Spelling and reading fluency will have improved. English lessons focus on key objectives so pupils are secure for transition. | Regular reading of phonics matched books is essential for reading progress and spelling. Pupils in y3/4 need phonics booster sessions for spelling. Cost: £1,700 Pupils need to focus on key knowledge for end of year so they are prepared for transition to the next year group. | Staff training on use of Bug Club and used for all pupils during remote learning sessions. TAs trained to use the platform to support additional phonics sessions for pupils. All staff to have reference to these documents when planning. Planning completed with the English lead to meet expectations. | KBr to lead with SMT | Summer 2021 |
| Total budgeted cost: | | | | | £3000 |
| Targeted support (Tier 2) | | | | | |
| 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? |
| Organising pupils into targeted groups to address identified needs (following on from assessments) | For pupils to accelerate progress towards Age Related Expectations | Small groups and one to one interventions reduce distraction and allow teachers to focus on identified gaps and learning needs for specific pupils. Employing qualified teachers to do this ensures equality of opportunity and quality intervention for pupils. Cost up to 31/3: £7500 with a further £10,000 to come | Analysis of assessments for accurate identification of needs. Clear communication with the teacher leading the tuition. | Team leaders | Summer 2021 Autumn 2021 |

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| Maths catch up in KS2 – Maths Flex and Third Space Learning | For pupils to accelerate progress towards Age Related Expectations by addressing gaps in knowledge | Small group and 1-1 maths sessions with a dedicated tutor and programme to enable pupils to revisit their gaps in knowledge and understanding. Maths Flex also matches the maths mastery approach in place across the school so sessions can support pupils to be ready for transition and to make progress towards ARE. Cost: £1200 | Analysis of assessments for accurate identification of needs. Clear communication with the teacher leading the tuition. | Maths lead and team leaders | Summer 2021 |
| Small group or 1 to 1 tutoring for identified pupils 'just below' – catch up funding used based on data and gap analysis of year groups | For pupils to accelerate progress towards Age Related Expectations by addressing gaps in knowledge | Small groups and one to one interventions reduce distraction and allow teachers to focus on identified gaps and learning needs for specific pupils. Employing qualified teachers to do this ensures equality of opportunity and quality intervention for pupils. Cost up to 31/3: £7500 with a further £10,000 to come | Analysis of assessments for accurate identification of needs. Clear communication with the teacher leading the tuition. | Team leaders | Summer 2021 Autumn 2021 |
| Spelling catch up KS2 – Lexican Phonics and reading interventions – KS1 and 2 – Bug Club and focus groups | For pupils to accelerate progress towards Age Related Expectations by addressing gaps in knowledge | Small group and 1-1 spelling sessions with a dedicated tutor and programme to enable pupils to revisit their gaps in knowledge and understanding, particularly those with SEND. Regular reading of phonics matched books is essential for reading progress and spelling. Pupils in KS1 and 2 need phonics booster sessions for spelling. Cost: £1,700 (included above) | Analysis of assessments for accurate identification of needs. | Team leaders with SENCo | Summer 2021 Autumn 2021 |
| Total budgeted cost: | | | | | £18,700 |

| Wider strategies (Tier 3) | | | | | |
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| 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? |
| Communication with parents on where their child is and how we are meeting individual needs. | Parents are clear on the impact of lockdown on their child's learning and know how we are addressing it. | Partnership with parents is crucial for children to feel supported and succeed. Parents work better with us when they feel fully informed and know how to support their child at home. | Consistent messaging to all staff across the school. Expectations for parents' evenings and reporting. | LN and SMT Teachers | Summer 2021 |
| Recovery Curriculum/PSHE for social and emotional needs | Children are well settled and able to regulate themselves so they can re-engage and enjoy their learning. | <u>EEF link for impact of social and emotional support on learning</u> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ | Staff CPD and support for MH and WB activities and what to look for with signs of concern. Clear expectations for check ins and PSHE lessons | LN/CM | Summer 2021 |
| Support for Mental Health and Well-being where needed | Children have access to specialist support when needed | Children are able to function better as part of the community when their social and emotional needs are met effectively. This means having access to a trusted, available adult for support and discussion. Cost of counsellor - £200 p/w from school budget | Clear criteria for staff for children to access tier 2 or 3 support from specialist support workers | LN | Summer and Autumn 2021 |
| Supporting parents with homework on Google Classroom | Remote learning is available whenever it is needed | Pupils should have access to continued remote learning in the event of needing to self-isolate. Google Classroom will continue to be used for home work and to support children with essential learning tasks. Cost £1500 (refunded by DfE) | Staff CPD on Google Classroom Planning consistency across the school. | RQ | Summer 2021 |
| Total budgeted cost: | | | | | £3100 |