

# Oakley Vale Primary School

## COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	418	Amount of catch-up premium received per pupil:	418 x 80 = £33,440
Total catch-up premium budget:	£93,685		

## STRATEGY STATEMENT

Our Catch Premium is targeted to support the effective delivery of our Covid 19 Recovery Strategy. This is based around the following principles

1. All pupils are safe & cared for
2. All staff are safe and cared for
3. Curriculum entitlement & targeted is delivered effectively & rigorously
4. Staff training & development supports excellent teaching & learning
5. Disadvantaged and vulnerable children are at the heart of everything we do

Our catch-up funding is focused on four specific types of provision

1. Targeted CPD to maximise staff effectiveness
2. Providing external targeted professional support
3. Augmenting internal specialised support
4. Accessing Trust expertise and additional resources

Our total allocation of catch up funding is £33,440 and this has been supplemented by £60,245 from our Primary School Improvement Fund to provide a total allocation of £93,685.

This finance is being used to address our aim of ensuring that **all children achieve at least pre Covid 19 expectations by the end of the year**

- a. All staff access high quality training and support to ensure they are fully equipped to perform their roles effectively.
- b. All children access full curriculum entitlement and high-quality 1<sup>st</sup> teaching
- c. All children access high quality pre teaching to close their learning gaps and to prepare them to engage with their age appropriate curriculum.
- d. SEND children are supported via bespoke academic & pastoral targeted support delivered by school staff and external professionals tailored to individual targets.
- e. Disadvantaged children are supported via bespoke academic & pastoral targeted support delivered by school staff and external professionals
- f. Targeted enhanced pastoral support is maximized to promote positive behaviours and raised aspirations in all our children

Internal expenditure	External Expenditure	Trust Resource
<ul style="list-style-type: none"> <li>• Additional TA hours across KS2</li> <li>• Author visits- promotion of the love of reading &amp; positive wellbeing (Summer term 2021)</li> <li>• Pastoral, resilience and self-regulation work (Spring term 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach 1<sup>st</sup> Trainee</li> <li>• Think For The Future Mentor</li> <li>• Connex National Tutoring Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Directors (English, Maths, SEND &amp; Curriculum)</li> <li>• Lead Practitioners (Safeguarding, Attendance, Intervention, Physical Education)</li> <li>• Primary Training Hub</li> <li>• External QA &amp; support</li> </ul>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning and key skills in core subjects due to 6 months of disrupted learning including school closure Baseline indicates attainment in Reading & Writing
B	Lack of stamina and sustained concentration when completing sustained pieces of work
C	Gaps in curriculum coverage in core and foundation subjects due to school closure
D	Restrictions in class for teachers to interact with pupils to support their learning whilst working due to Covid risks
E	Limited access to external professionals and support for SEND and vulnerable children

Curriculum Entitlement						
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	Cost	When will you review this?
<b>Develop Pedagogy &amp; subject knowledge to ensure Quality First Teaching</b>	Highly effective implementation of sequences of lessons that ensure children know more, do more & remember more  Teaching sequences incorporate 'lost learning'	EEF COVID -19 Support for schools identifies that 'Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.  Rosenshine's Principals	<ul style="list-style-type: none"> <li>Staff Meetings - CPD</li> <li>Collaborative planning with subject leaders &amp; SENDCo</li> <li>Collaborative development of Teaching &amp; Learning Toolkit</li> <li>Strategy day – SLT &amp; chair of Governors</li> </ul>	AB	£0 delivered by existing staff	Mar 21
<b>Access to highly effective CPD</b>	Teaching and learning is highly effective, developmental and progressive meaning all children make good progress	<ul style="list-style-type: none"> <li>Access to highly skilled practitioners within BWT</li> <li>Access to high quality external Quality Assured training and development</li> <li>Evidence informed</li> <li>Bespoke</li> </ul>	<ul style="list-style-type: none"> <li>CPD accessed via BWT Primary Training Hub</li> <li>CPD identified during Professional Development Discussions</li> <li>Continued development of BWT Primary curriculum offer</li> <li>Whole Trust Training Day</li> <li>Support from Lead practitioners and Trust Directors of subject</li> <li>Monitoring and support through external educational advisors</li> </ul>	EG	£6000  £5000  £24700  £2000	
<b>Gaps in learning and key skills in core subjects are addressed through early diagnostic testing of key skills in RWM.</b>	<ul style="list-style-type: none"> <li>Early identification of gaps in knowledge and understanding.</li> <li>Curriculum adjustment or additionality to support children</li> <li>All children on track to end year in line with pre-covid expectations</li> </ul>	<ul style="list-style-type: none"> <li>Effective quality first teaching has the most impact for most vulnerable children.</li> <li>Planning is informed and targeted in order to ensure curriculum adjustment will fill gaps</li> <li>Additionality in the form of small group intervention will ensure children do not fall behind</li> </ul>	<ul style="list-style-type: none"> <li>Children to complete the PIXL diagnostic assessments in Reading, GAPs and Maths.</li> <li>Each year group to complete the Trust writing task followed by cross trust moderation.</li> <li>Detailed Pupil Progress meetings focusing on the baseline, comparing which children's individual attainment pre- Covid Lockdown (March 2020) and prediction for end of year.</li> <li>Children's gaps identified and support needed to address them.</li> </ul>	AB – intervention leader  Class teachers	£0 within existing school budget	
<b>Total budgeted cost:</b>					<b>£37,700</b>	

Curriculum Adjustment						
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	Cost	When will you review this?
<p><b>Pre – Teaching and same day addressing misconceptions</b></p> <p><b>Small group interventions</b></p>	<ul style="list-style-type: none"> <li>• All children supported to access year group curriculum</li> <li>• Mastery approach – pre-teaching supports access and high expectations</li> <li>• Pre-teaching develops vocabulary</li> </ul>	<p>Supports classroom teaching and is based on curriculum material.</p> <p>Measurable in terms of engagement with the curriculum and participation in the classroom.</p> <p>Doesn't distract from the curriculum but directly fosters a more positive engagement with the class material.</p> <p>Boosts self-esteem and motivation to learn the curriculum among peers in the classroom.</p> <p><u><a href="https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/">Daniel Sobel SecEd 2018 https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/</a></u></p> <p>For the teachers, pre-teaching allows them to really get to know the children, their ways of thinking, and how to get the best from them, this then transfers to the classroom.</p> <p>It also provides teachers with an opportunity to reflect on the planned lesson in advance, as the pre-teaching often reveals things that prompted adjustments to make the lesson more effective.</p> <p>Pre-teaching provides children with access to the teaching in the lesson</p> <p><u><a href="#">Trundley, R. et al. (2017) Final Report July 2017: Supporting children to be active and influential participants in lessons through effective use of assigning competence and pre-teaching.</a></u></p>	<p>Increase in teaching capacity to support children with closing the gap and being year group ready</p> <p>Trainee teacher employed via Teach First to add capacity</p> <p>TAs redeployed to provide targeted 1:1 and small group work to target specific gaps in learning as well as pre-teach and address misconceptions</p>	<p>EG</p> <p>EG</p> <p>Phase Leaders</p>	<p>£25,000</p> <p>£15,900</p>	
Total budgeted cost					£40,900	

Curriculum Additionality						
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	Cost	When will you review this?
<b>Reading &amp; Maths After school clubs</b>	Children make accelerated progress towards their pre- covid attainment	<ul style="list-style-type: none"> <li>• Additional access to quality first teaching</li> <li>• Taught by skilled staff</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled afterschool reading and maths clubs</li> <li>• Each teacher in a year group bubble delivers 1 club per week</li> </ul>	EG/AB	£0 within existing school budget	
<b>National Tutoring Programme 1:3 interventions SEND</b>	Gaps in understanding are identified, tailored intervention develops understanding ad children meet their end of year pre-COVID targets	<ul style="list-style-type: none"> <li>• Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</li> <li>• Short, regular sessions over a set period of time appear to result in optimum impact</li> <li>• Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</li> <li>• Progress of up to +6 months</li> </ul> <p><i>Education Endowment Foundation: One to One tuition report</i></p>	<ul style="list-style-type: none"> <li>• Conex tutors employed to deliver sessions</li> <li>• Timetabled small group tutoring sessions</li> </ul>	EG	£8,085	
<b>National Tutoring Programme 1:3 interventions PP</b>	Gaps in understanding are identified, tailored intervention develops understanding ad children meet their end of year pre-COVID targets					
<b>National Tutoring Programme 1:3 interventions Other vulnerable</b>	Gaps in understanding are identified, tailored intervention develops understanding ad children meet their end of year pre-COVID targets					
Total budgeted cost:					£8,085	

## BARRIERS TO FUTURE ATTAINMENT

### Pastoral barriers:

A	Children have had reduced social interactions with family and friends which has impacted on self-esteem, long term resilience and confidence.
B	Impact on mental health and wellbeing caused by Lock down and prolonged absence from school.
C	Reduced independence in learning and lack of social and emotional self-regulation following time spent at home or in restrictive 'bubbles'
D	Lower levels of engagement with school work from vulnerable groups whilst learning at home
E	Low aspirations and ambitions impact on potential attainment, particularly for PP and vulnerable groups

Pastoral

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	Cost	When will you review this?
<p>Introduce and embed the Hidden Chimp as a main theme for discussion around how we think and feel.</p>	<ul style="list-style-type: none"> <li>• Staff have positive mental health and wellbeing</li> <li>• Staff develop their understanding of children's mental health and how to support this</li> <li>• Positive mental health and wellbeing habits are taught and developed consistently throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• To support staff to support children with their emotional wellbeing.</li> <li>• Children demonstrate resilience and have adapted and settled in well back into school life,</li> <li>• It is important that children are equipped to be able to talk about how they are thinking and feeling and ask for help if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to receive training on the 'Hidden Chimp' based on the Chimp's Paradox by Professor Steve Peters. This will ensure Staff have a greater understanding of how to support children with understanding and managing their emotions, thinking and behaviour.</li> <li>• The Hidden Chimp approach will be introduced and embedded across the school to provide a whole school approach to managing</li> </ul>	<p>AB</p>	<p>£3000</p>	
<p>Author visits with a focus around Well being</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of love of reading.</li> <li>• Children to understand the power of text to support wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring / Summer term – Authors invited to work with each Year group bubble. To explore texts in both terms that link between Reading and Writing but with a specific focus around context. Focus around the key messages from the texts linked with wellbeing.</li> <li>• Children to produce their own work to express their feelings and emotions both related to the texts they have explored as well as their own thoughts and feelings.</li> </ul>		<p>£4000</p>	
<p>Total</p>					<p>£7000</p>	



