

Coronavirus Catch Up Premium – Northwood Primary School

School Level Overview

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

Wider strategies

1. Supporting parent and carers
2. Access to technology

School Allocation

School	2020-21 One Off Allocation
Northwood	£27,040

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation:
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

Focus 2 Targeted Support		Budget Allocation: £26,670 (Teacher), £370 (TA Time)
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
1. Additional teacher capacity in Reception will ensure more children achieve GLD and more children will reach expected standard in PSE ELG.	Additional teacher (appointed January) - Teacher will be based in Reception to enable smaller group teaching and target specific gaps in learning due to lockdown/isolation periods.	Data will be analysed to measure impact of interventions.
2. Additional teacher capacity in Year 4 over Spring term will close gaps due to national lockdown and bring achievement back up to pre-lockdown position.	Additional teacher (appointed January) - Teacher will enable Year 4 to be taught in 3 groups on a morning and targeted intervention delivered by teachers on an afternoon.	Targets for the children in each group will be assessed weekly to enable teaching to be sharply focussed and learning to move on rapidly.
3. Targeted support for Year 3 where attendance has been a barrier to enable them to catch up on basic skills, specifically in writing.	Additional TA time – Additional teaching assistant time will be used to target key children and specific gaps.	Work in class and data will show the impact of the support in place.

Identified Impact of Lockdown	
Target	Use of Catch-Up
Attainment of Reception Children – Adapted Outcome 1	Initial plan for the Catch-Up Teacher was adjusted due to national lockdown and long-term staff absence. In the short term, the Catch-Up teacher taught in Reception as this was our biggest group of children in school and had the biggest need in terms of recovery from Autumn Term. This enabled school to teach the Reception children in two smaller groups and work on the children's personal, social and emotional needs in order to ensure they were able to access and learn appropriately after lockdown – this year group already had 2 periods of isolation over the Autumn Term. This group of children had big gaps in their ability to access school and work with others which we

	<p>were able to address for the majority, however, there is a group of 6 children (13% of cohort) with significant additional needs which has put strain on TAs in order to provide additional support and heightened pressure on teachers who have end of year targets to meet based on children's starting initial starting points. Our prediction for GLD this year was 62%, we are on track to achieve 50% GLD as a result in the change to staffing. In the second half of the Summer term the new Catch-Up teacher moved to support in Reception with a clear remit centred on ensuring as many children as possible are Year 1 ready, even if this did not convert to 62% achieving GLD. Alongside this, a TA seconded from Heathfield has joined the EY team as part of a graduated response for a child with significant vulnerabilities. The school has also created a nurture provision for 4 afternoons a week lead by the SENCO to specifically target children with gaps in their PSE abilities.</p> <p>End of year data shows 55.3% of children achieved GLD, with 67% achieving at expected in the PSE strands (fro 1% in Spring assessment).</p>																																																																	
Attainment in Year 4 – Outcome 1 and 2	<p>Due to the return of all pupils and the return of the teacher from long-term absence, on March 8th, the priority was to support the children in Year 4 based on data and the emotional impact of lockdown on this year group. The children were split into 3 smaller groups on a morning, all taught by a teacher, to ensure the quality first teach was leading to accelerated progress. This strategy has led to a reduction of inappropriate and low-level behaviour in this year group and provided the space for children to work in smaller groups and increase their confidence. Having a third teacher has enabled each teacher to work with their specific group of children for intervention over an afternoon, thus closing gaps for the most vulnerable or those who did not attend school during lockdown.</p> <p>From March 8th the Y4 strategy as detailed above was a priority based on the following data:</p> <table><tr><th></th><th colspan="3">Year 3 Summer</th><th colspan="3">Y4 Autumn Data</th><th colspan="3">Y4 Spring Data</th><th colspan="3">Y4 Summer Data</th></tr><tr><th></th><th>AT</th><th>GD</th><th>AT+</th><th>AT</th><th>GD</th><th>AT+</th><th>AT</th><th>GD</th><th>AT+</th><th>AT</th><th>GD</th><th>AT+</th></tr><tr><td>Reading</td><td>14%</td><td>0%</td><td>14%</td><td>51%</td><td>8%</td><td>59%</td><td>47%</td><td>0%</td><td>47%</td><td>37%</td><td>20%</td><td>57%</td></tr><tr><td>Writing</td><td>16%</td><td>0%</td><td>16%</td><td>53%</td><td>2%</td><td>55%</td><td>37%</td><td>0%</td><td>37%</td><td>35%</td><td>15%</td><td>50%</td></tr><tr><td>Maths</td><td>12%</td><td>0%</td><td>12%</td><td>59%</td><td>0%</td><td>59%</td><td>41%</td><td>8%</td><td>49%</td><td>33%</td><td>24%</td><td>57%</td></tr></table> <p>Data shows that the additional teaching capacity enables this cohort to largely mitigate the impact of school closures.</p> <p>Adding capacity to Year 4 also impacted positively on the Multiplication Check outcomes. The average score for our Year 4 children was 21.1 out of 25 questions correctly answered, compared to 18.7 questions for other Year 4 children in the data set provided by The School Data Company. In addition, 35.3% of children answered all 25 questions correctly, compared to 20.2% of children in the comparison data.</p>		Year 3 Summer			Y4 Autumn Data			Y4 Spring Data			Y4 Summer Data				AT	GD	AT+	AT	GD	AT+	AT	GD	AT+	AT	GD	AT+	Reading	14%	0%	14%	51%	8%	59%	47%	0%	47%	37%	20%	57%	Writing	16%	0%	16%	53%	2%	55%	37%	0%	37%	35%	15%	50%	Maths	12%	0%	12%	59%	0%	59%	41%	8%	49%	33%	24%	57%
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Closing gaps due to attendance in Year 3 – Outcome 3	<p>Data showed that our Y3 cohort had significant attendance issues and had been impacted academically from Lockdown 1.</p> <p>Y3 Attendance end of Autumn 2020 – 58 children Attendance – 84.4% PA – 29.3% (17 chn) Chn identified as Attendance concerns – 24 NonPA Attendance – 97.8% PA Attendance – 46.9%</p> <p>Y3 Attendance end of Spring 2021 – 53 children Attendance – 89.1% PA – 32.1% (17 chn) Chn identified as Attendance concerns – 25 NonPA Attendance – 98.3% PA Attendance – 60.3%</p>																																																																	

	Year 2 Summer			Y3 Autumn Data			Y3 Spring Data			Y3 Summer Data		
	AT	GD	AT+	AT	GD	AT+	AT	GD	AT+	AT	GD	AT+
Reading	31%	0%	31%	43%	0%	43%	50%	0%	50%	40%	13%	53%
Writing	15%	0%	15%	41%	0%	41%	19%	0%	19%	33%	8%	41%
Maths	33%	0%	33%	49%	0%	49%	44%	0%	44%	38%	12%	50%

Another key priority for the school was supporting the children transitioning from Y2 to Y3. Our Y3 cohort had a significant attendance issue over Autumn Term due to some families not sending their children back to school because of Covid worries. Over Summer Term, additional TA capacity has been used to provide precision teaching and writing intervention, especially for those children who have missed a significant amount of school. This intervention will ensure basic skills are embedded to give children a solid foundation for Y4.