

# Gretton 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:	150	Amount of catch-up premium received per pupil:	£80
DFE catch-up premium allocation	12,000	Additional top up from Trust Primary School Improvement fund:	£62, 781
Total catch-up premium budget:	£74,781		



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 support
3. Augmenting internal specialised support
4. Accessing Trust expertise and additional resources

**Our total allocation of catch-up funding is £12,000 this has been supplemented by £62,781 from our Primary School Improvement Fund to provide a total allocation of £74,178**

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. In order to do this**

- a. All staff will have access to high quality training and support to ensure they are fully equipped to perform their roles effectively.
- b. All children will have access to full curriculum entitlement and quality 1<sup>st</sup> teaching.
- c. All children will have access to high quality interventions to close their learning gaps and to prepare them to engage with their age-appropriate curriculum.
- d. SEND children will access bespoke academic & pastoral targeted support delivered by school staff and external professionals tailored to individual targets.
- e. Disadvantaged children will access 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 our vulnerable children.

Internal expenditure - £10,581	External Expenditure - £26,500	Trust Resource - £37,700
<ul style="list-style-type: none"> <li>• Lego therapy (£1261)</li> <li>• Switch on Reading (£3264)</li> <li>• Speech &amp; language therapy</li> <li>• Additional TA support for interventions across all year groups (academic) (£6056)</li> <li>• Additional TA support in class for Maple</li> <li>• Additional Pastoral support (vulnerable children)</li> <li>• Additional SENDCo time to enable funding to be sought for children who need extra support in school</li> <li>• Speech and language resources ( in school budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach 1<sup>st</sup> Trainee (£25 000)</li> <li>• Think For The Future Mentor (<i>from school funds</i>)</li> <li>• Connex National Tutoring Programme (£1500)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development work – (£5000)</li> <li>• Curriculum Directors (English, Maths, SEND &amp; Curriculum) (£22,400)</li> <li>• Lead Practitioners (Safeguarding, Attendance, Intervention, Physical Education) (£2300)</li> <li>• Primary Training Hub (£6000)</li> <li>• External QA &amp; support – RM/DT (£2000)</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 out of school for most children
B	Gaps in curriculum coverage – in foundation subjects due to school closure so whole topics not taught.
C	Lower attainment in reading due to limited reading practice during lockdown.
D	Gaps in maths learning, particularly in upper KS2 where parents did not have the subject knowledge to support home learning
E	Restrictions in class for teachers to interact with pupils to support their learning whilst working due to Covid risks

### BARRIERS TO FUTURE ATTAINMENT

#### Pastoral barriers:

A	Children's anxiety levels around Covid and reduced interaction with extended family and friends.
B	Reduced independence in learning following time at home with parents or small groups in key worker provision during lockdown.
C	Parents' mental health, well-being and finances is affected by Covid which impacts on children
D	Bubble restrictions mean that some areas of curriculum enrichment are restricted and children are not being able to mix with friends from other bubbles

## ADDITIONAL BARRIERS

External barriers:

A	Parental lack of engagement in home learning for some pupils
B	No or limited access to technology for some children at home

## Planned expenditure for current academic year

### Actions to address academic barriers - Curriculum entitlement and enrichment – targeted academic 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	Cost	When will you review this?
<p><b>Gaps in learning and key skills in core subjects are addressed through early diagnostic testing of key skills in RWM.</b></p>	<p>All pupils who have fallen behind receive bespoke intervention to enable them to reach at least pre- covid expected levels</p> <p>Accelerated progress is made by vulnerable pupils in RWM and gaps are closing.</p> <p>All classroom based staff are aware of vulnerable learners in their class and subject leaders aware of these across the school.</p>	<ul style="list-style-type: none"> <li>• Prolonged time away from teaching routines.</li> <li>• Flexibility of approach needed to meet needs of pupils who have fallen behind and are not year group ready.</li> </ul>	<p>Early diagnostic testing of core subjects across the school and careful analysis of the results.</p> <p>Assessment lead to ensure that all assessments are carried out and QLAs analysed to inform interventions</p> <p>Extra LSA support in the afternoons to run interventions – increase of hours for each LSA.</p> <p>Teachers running 2 booster clubs out of school hours in Autumn term 2.</p>	<p>SB – intervention leader</p> <p>Class teachers</p>	<p>£0 for extra teacher led booster groups.</p> <p>Extra LSA time – part of £6056</p>	<p>Data capture points</p>

<p><b>Work with Year 2 and Year 1 pupils who were not on track to pass Y1 phonic screening test.</b></p>	<p>Gaps in phonic knowledge are closed so that children who were expected to pass in June – do so in December .</p> <p>Current Year 1 pupils have extra support to improve phonic skills to make up for lost learning in EYFS.</p>	<p>Pupils couldn't take the test as planned in June 2020. Lack of practice at home. Loss of prior knowledge due to not being in school.</p>	<p>Monitoring of phonic teaching and ongoing assessment of pupils phonic knowledge.</p>	<p>JH JB EL YR</p>	<p>Extra LSA afternoon – part of £6056</p>	<p>Every 6 weeks at least</p>
<p><b>Prioritise the teaching of reading and promote a love of books.</b></p>	<p>Accelerated progress in reading- comprehension in particular.</p> <p>Whole school emphasis on reading for pleasure.</p>	<p>69% children have fallen behind in reading attainment since lockdown and reading for pleasure is lacking for some children.</p>	<p>Early diagnostic testing of core subjects across the school and careful analysis of the results.</p>	<p>JH KY</p>	<p>£0</p>	<p>ongoing</p>
<p><b>Prioritise the speech and language development of pupils in EYFS who needs support in this area.</b></p>	<p>Speech and language skills of targeted pupils improve which will impact on their learning, progress and attainment</p>	<p>Many EYFS children were not school ready due to missing months of pre-school education – this has particularly impacted on the speech and language development of 6 chn in Rowan class.</p>	<p>Speech and Language intervention is regularly given to pupils who require it by a trained member of school staff.</p>	<p>YR GK KC YR – 3 hours a week to carry out Sp&amp; lang work</p>	<p>Part of £6056 for extra LSA hours</p>	<p>External speech therapist to advise and help us assess</p>

<p><b>Gaps in curriculum coverage</b> – in foundation subjects due to school closure so whole topics not taught.</p>	<p>Teachers planning builds well on pupils previous knowledge and understanding (taking gaps in learning into account) to Progression Documents Curriculum leads to be clear about the implementation and planning sequences and write a teaching and learning policy. Monitoring of planning and lesson sequences to inform development of planning. Curriculum leads to support the planning process each term. Class teachers to attend shared planning sessions across the Trust to share good ideas.</p>	<p>Need to ensure that children reach end points for their year group by summer 2021.</p>	<p>Monitoring of planning and lesson sequences to inform development of planning. Curriculum leads to support the planning process each term. Class teachers to attend shared planning sessions across the Trust to share good ideas. Skills and Knowledge Progression Documents to be used by all staff to base planning on.</p>	<p>R Jackson S Sanders Class teachers</p>	<p>Part of £5000 – BWT curriculum development work</p>	<p>Monitoring of wider curriculum in Spring Term 1</p>
<p><b>Teachers pedagogy is developed</b> so that they are equipped to implement the new BWT curriculum structured to ensure clear progression of knowledge and skills</p>	<p>Action plans in place for each subject area. Curriculum leads to deliver CPD in spring term via Primary Hub New teaching and learning policy is beginning to be implemented</p>	<p>Improved teacher subject knowledge and time and to implement the new curriculum structure will impact on their understanding and effective delivery of the curriculum.</p>	<p>Development of pedagogy and assessment of foundation subjects to ensure maximum impact on learning. Curriculum leads develop and empower teachers and subject leaders to drive their subject forward in terms of progression, knowledge and impact.</p>	<p>SSanders Subject leaders</p>	<p>Part of £5000 – BWT curriculum development work and part of Primary Hub work £6,000</p>	

<b>Work with the Trust directors of subject supports</b> teachers in delivering the new curriculum structure and to adjust it to meet the needs of individual learners.	Targeted support from Primary Directors of subjects supports SLT in developing staff.	Trust wide support from DoS will support Gretton in moving forward with new curriculum structure	Declan Byrne and Andy Buffham visit at least half termly to monitor standards in Maths and English and to offer support and share good practice from other schools in the Trust. Working alongside maths and English leads.	AB DB	Part of directors of subject work £22,400	
<b>Ensure teachers have training and support to adjust to structural and organisational changes</b>	Teachers can interact with pupils in lessons and give them valuable feedback about their learning without compromising the Covid risk assessment	Pupils require support and feedback from their teachers and as near normal provision as possible,	Collaboration around the development of the risk assessment with all staff and input from teachers around how to manage this.	JMD SB SS	0	
Total budgeted cost:						
<b>Actions to address pastoral barriers – Curriculum adjustment</b>						
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>Early assessment of pupils well-being</b> across the school allows us to adjust the curriculum to meet the needs of individuals and groups of learners.	All classroom based staff and the pastoral leader are aware of vulnerable learners in terms of their well being. Our PSHE curriculum is responsive to children's needs	Pupils cannot learn effectively if their well being is not good.	Use of well being wheels/circle times/worry monsters to identify children who need extra support.	HM GH	Extra pastoral afternoon Out of £6056	



<b>Extra pastoral support</b> is offered both internally and externally (TFTF) to support vulnerable learners.	Extra time is devoted to pastoral support in school so that our most vulnerable learners are supported and ready to learn. Extra circle times and extra afternoon per week for the pastoral leader.	We know that many chn are anxious around Covid and some have struggled with lockdown at home plus some family turbulence and stress in this period	Well being wheels used to assess the impact	G Hearne H Moore	Purchase of worry monsters for every class (school budget) 1 extra afternoon of pastoral support – HM	<b>Extra pastoral support</b> is offered both internally and externally (TFTF) to support vulnerable learners.
<b>Lego therapy</b> is developed and offered to more children to develop well being and	6 lego therapy groups are offered across the week to support children’s wellbeing , to build friendships and co-operation	Research into Lego Therapy shows the value of this intervention in supporting children’s wellbeing	Work monitored by KY as part of her NPQSL project. Lego therapy prioritised in the school	KY HM JB	Extra hours for these staff £1261	KY ongoing review
Total budgeted cost:					Extra Lego therapy sessions = £1261 1 extra pastoral afternoon – out of £6056	
<b>Curriculum additionality</b>						
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What’s the evidence and rationale for this choice?</b>	<b>How will you make sure it’s implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review this?</b>
<b>Switch on Reading</b> is implemented as an intervention for children who have fallen behind in reading or need to make accelerated progress	Lower attainment in reading due to limited reading practice during lockdown is addressed through Switch on Reading	69% children have fallen behind in reading attainment since lockdown and reading for pleasure is lacking for some children.	JH to attend SoR training then liaise with SC to train her, discuss pupils and to ensure that it is implemented effectively	J Hill S Cooke	£3264 – 4 afternoons per week	Half termly reading assessments for pupils having SoR

<p><b>Teach First student in Yr 6</b> gives extra capacity for individual and small group teaching</p>	<p>All pupils who have fallen behind receive bespoke intervention to enable them to reach at least pre- covid expected levels</p> <p>Accelerated progress is made by vulnerable pupils in RWM and gaps are closing.</p>	<p>We need to accelerate the progress of Yr 6 pupils and close any gaps in learning so that chn can reach their full potential so that they are secondary school ready and show their true ability in Y6SATS test 2021.</p>	<p>Intervention mapping</p> <p>Support/mentoring/evaluation of the Teach first student.</p>	<p>SB EM</p>	<p>£25000</p>	<p>Weekly review meetings with student</p>
<p><b>National Tutoring</b> is in place for 1 hour per week for 1:1 and small group tuition for identified SEND and disadvantaged pupils</p>	<p>Disadvantaged and SEND pupils receive bespoke intervention to enable them to reach at least pre- covid expected levels</p> <p>Accelerated progress is made by vulnerable pupils in RWM and gaps are closing.</p>	<p>Our most vulnerable learners need support to close gaps in learning due to time lost in school</p>	<p>JMD to work with staff to identify pupils who will benefit from National Tutoring and liaise with Connex to secure a high quality tutor to work with our school.</p> <p>Timetable of tutoring sessions in place</p>	<p>JMD</p>	<p>£1470</p>	
<p><b>Additional time for the SENCo</b></p>	<p>The needs are fully met of our SEND pupils and extra funding is in place to support them where necessary.</p>	<p>SEND pupils are most vulnerable to lost learning time and require a bespoke offer to meet their needs.</p>	<p>SC to be in Maple class as extra LSA support but can also be used to cover the class at times when SENCo needs extra time out of class to fulfil her role.</p>	<p>KY</p>	<p>Part of £6056 for extra LSA hours.</p>	

<b>In school interventions</b>	To introduce a range of targeted interventions in school time and to offer extended school time in the form of breakfast and after school clubs to those learners who are at most risk of not reaching their pre-covid expectations.	Despite lost learning time we need to ensure that children reach end points for their year group by summer 2021.	Diagnostic testing of core subjects across the school and careful analysis of the results to inform interventions Extra LSA support in the afternoons to run interventions – increase of hours for each LSA. Intervention mapping Dedicated time on training days for teachers and LSAs to plan interventions.	SBlock – intervention lead + JMD All teachers	Part of £6056 for extra LSA hours.	
<b>Maths booster groups</b> are aimed at closing gaps in maths learning, particularly in upper KS2 where parents did not have the subject knowledge to support home learning	Morning maths clubs help to close gaps in learning and accelerate progress of pupils.	Early assessments show gaps in maths knowledge and skills for the year group they were in last year. This needs closing so that children can access learning for the correct year group.	Maths booster groups before school for targeted children Careful mapping of interventions which children are receiving.	SB SW	Extra hours for SW (LSA) to cover breakfast club. Part of £6056 for extra LSA hours.	
Total budgeted cost:					Extra LSA hours (inc pastoral) = £6056 in total Switch on Reading = £3264 National Tutoring = £1470 = £10,790	

Other						
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>Food bank deliveries to families in need</b>	Families in financial difficulty are identified supported by the school so that chn have sufficient food.	The Covid pandemic means that families are struggling financially and our pastoral work highlights the families who are in need.	HM to link with Corby Foodbank and to collect food for families where needed.	HM	Extra pastoral time for HM Part of £6056 for LSAs	Weekly DSL meetings
<b>Remote learning policy is in place</b>	A remote learning package is in place which teachers feel confident to deliver.	Some children will need to self-isolate due to the nature of the Covid virus.	Policy to be shared at a staff meeting with all teachers and LSAs also made aware of it.	JMD All teachers	£0	Ongoing checks that chn receive work in line with the policy
Total budgeted cost:					Extra LSA hours = £6065 in total	

**ADDITIONAL INFORMATION**

### Gretton Primary School

Based on our analysis of children's academic and pastoral needs this is a summary of our spending.

External – Additional Targeted Capacity from SIF	
Teach 1 <sup>st</sup> Trainee (1) £25,000	Freeing up dedicated teaching time to support targeted children
Think for the Future	Targeted mentoring for hard to reach children Funded from existing school budget

<b>Academic Tutors National Tutoring £1470</b>	SEND & Disadvantaged English & Maths  Targeted bespoke support
	<b>Disadvantaged &amp; vulnerable children are at the heart of everything we do</b>
<b>Overall Allocation</b>	<b>£26,470</b>

	<b>Internal – Additional Targeted Capacity from SIF</b>
<b>Pastoral support</b>	Lego Therapy £1261
<b>Additional Support</b>	Additional TA hours across all year groups £9,320
<b>Switch on Reading</b>	£3264
<b>Overall Allocation</b>	<b>£10,581</b>

	<b>Trust Additional Support from SIF</b>
<b>Curriculum £5000</b>	Curriculum Development Group supporting all schools with embedding new curriculum and ensuring full curriculum entitlement for all children across all schools. <b>Curriculum entitlement &amp; targeted support is being delivered effectively</b>
<b>Primary Training Hub Primary Training Day  £6000</b>	Dedicated suit of training for all stakeholders directly linked to Recovery Strategy <b>Staff training &amp; development supports excellent teaching &amp; learning</b>  Focus on developing staff knowledge, skills and understanding based on following 1. Teaching & Cover staff – curriculum provision in PE, art, and drama 2. Support staff 3. SENDCO's - <b>Curriculum entitlement &amp; targeted support is being delivered effectively</b>
<b>Lead Practitioners £2300</b>	Leading cross trust consistency and best practice. Supporting the implementation of the Primary Recovery Strategy 1. Safeguarding

	<p>2. Attendance.</p> <p>3. Intervention &amp; Tuition (including Pupil Premium)</p> <p>4. Physical Education (including Sports Premium)</p> <p><b>Curriculum entitlement &amp; targeted support is being delivered effectively</b></p> <p><b>All children are safe and cared for</b></p>
<b>Directors of subject</b> <b>£22,400</b>	<p>Existing commitment to the salary contribution of the DoS for Curriculum, SEND &amp; Mathematics</p> <p><b>Curriculum entitlement &amp; targeted support is being delivered effectively</b></p> <p><b>Disadvantaged and vulnerable children are at the heart of everything we do</b></p>
<b>Monitoring/Support</b> <b>£2000</b>	<p>CPOMS Safeguarding review for all schools (David Turner) - <b>All children are safe and cared for</b></p> <p>Bespoke targeted support based on individual school priorities (Rachel Mortlock)</p>
<b>Overall Allocation</b>	<b>£37,700</b>

