Grange Park
Primary School

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	811	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£64,880		

STRATEGY STATEMENT
At Grange Park all of our staff strive to achieve the absolute best outcomes they can for every pupil through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone, however we recognise that school closures have had a significant impact on many pupils at our school. Although we receive funding on a per pupil basis, we will use the sum available to us as a single total to prioritise support. **The overall aims of the catch-up premium strategy:** ● To reduce the attainment gap between your disadvantaged pupils and their peers ● To raise the attainment of all pupils to close the gap created by COVID-19 school closures **Catch up premium priorities:** ● To ensure a coherently planned and sequenced Recovery Curriculum ● To use assessment effectively to identify gaps and lost learning particularly in reading, writing and maths

- To use intervention effectively to recover lost learning
- To employ the National Tutoring Program (NTP) to ensure pupils who need it, have access to small group tuition
- To ensure remote learning is high quality, safe and aligns with in-school provision

Core approaches that contribute to supporting catch up priorities:

- Identify pupils that will benefit most from the funding
- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme)
- Purchase high quality intervention resources according to the needs of the pupils identified
- Purchase of high quality digital programs/platforms in order to ensure remote learning is high quality
- Invest in quality CPD for staff

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
EAL	For our pupils who use English as an additional language (EAL), barriers to accessing the curriculum stem from the difficulty to learn new content in our language rich curriculum, due to the language barrier. At Grange park, the percentage of pupils who are EAL is 26%. While on the journey towards English language proficiency, support is needed to ensure that any potential English language barriers are minimised and that pupils using EAL are able to participate in classroom activities on a par with their peers.
SEN	At Grange Park the percentage of pupils who have special educational needs (SEN) is 9%. In our school, our SEN pupils have many different needs that are supported in many different ways. Our data however shows that they do not make accelerated progress, and therefore need additional support.
Pupil Premium	The needs of our pupils at Grange Park that are eligible for the Pupil Premium (PP) grant are vast and unique. They range from: ● Low attendance ● Wellbeing, confidence and engagement ● EAL ● SEN The percentage of pupils that are Pupil Premium at Grange Park is 15%.

ADDITIONAL BARRIERS	
External barriers:	
Home learning environment	A stimulating home learning environment can be associated with better language development and school readiness at 4–5 years which in turn, can be associated with better academic performance. WIth remote learning now relying much more on the pupils home environment to be fit for learning, it is clear that an unsuitable home learning environment has become an external barrier.
Low attendance	It is well documented that absenteeism in nursery and EYFS is associated with negative year 1 outcomes such as greater absenteeism in subsequent years and lower achievement in reading, mathematics, and general knowledge. Research shows that attendance is an important factor in pupil achievement and attainment.
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to school technology could also be valuable; for example, by facilitating access to online tuition or support.
Lack of time and support from working parents	At Grange Park many of our parents are working parents and don't have ample dedicated time to spend with their children, particularly during lockdown when they have to juggle their own work commitments from home and support their children with their remote education

Planned expenditure for current academic year

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

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?**
Ensure every teacher is supported and prepared for the new year	The Recovery Curriculum is coherently planned and sequenced to ensure lost learning is recovered efficiently and effectively Implementation of the Recovery Curriculum does not jeopardise future learning and children are on track by summer 2021	At Grange Park all of our staff strive to achieve the absolute best outcomes they can for every pupil through quality first teaching. If teachers are not supported to be prepared, they will not be successful.	Year group 'I Can' statements and progression documents highlighted to show knowledge and skills as: secure, need further consolidation, lost Long term knowledge growth maps (Learning Quest) and MTPs (English and maths) used to determine 'important' lost knowledge and skills which would not usually be revisited over the autumn and spring terms Subject Leads to recommend how 'important' lost knowledge is recovered and where over the autumn and spring terms, and support replanning as required Specialist teachers (PE, Spanish, music) to revise LTPs to ensure 'important' lost knowledge is recovered INSET to ensure all teachers understand what the Recovery Curriculum looks like in each year group	DHT AL's Teachers	Half termly

			Half-termly 'Curriculum Connections Maps' amended to include recovery and shared with parents		
Providing opportunities for professional development to support curriculum planning	Teachers are confident to teach high quality lessons that address the gaps in learning that were caused by the COVID 19 school closures	The content identified in the lost learning may be content from the previous year's curriculum. Some teachers are not confident in the progression of this content towards their own years' curriculum.	DHT is aware of all CPD available DHT identifies specific training needs among staff through performance management, questionnaires, feedback from Achievement leaders and moderations. DHT schedules CPD at school in line with staff needs	DHT AL's Teachers	Termly
Providing opportunities for professional development - focused training on the effective use of technology	Teachers are confident to use technology to ensure remote learning is of a high quality.	The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.	CPD delivered in partnership with EdTech Demonstrator school and Canopy Bespoke support and training based on teachers' individual needs delivered through the Computing Lead and CIT Ensure coaching focuses on the development of classroom practice not on the tool Actively seek ways of working which reduce teacher workload e.g. online feedback	DHT IT Lead	Where appropriate
Additional mentoring and support for those teachers who have had opportunities to develop their practice curtailed by school closures	NQT's will feel confident to ensure quality first teaching without having had a full placement last year due to school closures.	Both NQT's employed this year had their practise curtailed by school closures in the previous academic year.	NQT mentors are members of SLT NQT's placed in the year group of their final placement	NQT mentor DHT	Where appropriate

High quality remote/home learning	Children who take periods of absence due to self-isolation or local lock down access remote learning that it is integrated into school curriculum planning	Attendance due to self-isolation has been poor with a high percentage of children below 90% attendance. High quality remote learning is essential to ensure these children progress. It is unlikely that providing pupils with access to resources without support will improve learning. Risk of further school closure.	Through monitoring on the Google Classroom, subject leads ensure the elements of effective teaching are present –for example; clear explanations, scaffolding and feedback –is more important than how or when they are provided (EEF, 2020a).	All staff	Where appropriate
Purchase whole school resources and subscriptions - combination of digital and paper based Digital subscriptions: First News Testbase TTRS Spelling shed Mymaths White Rose maths Twinkl Kapow Jigsaw	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of some digital programs that accelerate progress	Formative and summative assessment used to identify pupils needs Identify resources needed to carry out whole school interventions that support pupil's identified needs. Nuffield Early Language Intervention Use EEF guidance to inform best practice	DHT SENCo	Where appropriate
			Total budgeted cost:	£4000	
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?
Implement the National tutoring Program	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Create a three-way relationship between tutor, teacher and pupils Ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers to have the highest impact. Interventions monitored rigorously, progress and attainment measured and impact assessed to ensure high quality provision Monitor the impact of the programme through in school formative and summative assessment.	DHT AL's Teachers SENCo	Half termly
Implement additional boosters (run by teachers)	Pupils make accelerated progress towards their attainment targets	There is extensive evidence supporting the impact of high quality small group tuition as a catch-up strategy.	Clear understanding of the assessment and monitoring cycle Support teachers to analyse class data Support AL's to analyse year group data Identify children who are underachieving and identify and track strategies during progress meetings Create case studies for children not at EXS in the summer term (for statutory assessment points Ensure Booster groups are running successfully from the Spring term with the relevant children targeted. Track progress of targeted children	DHT AL's Teachers SENCo	Half termly

			Develop percentage of children working at EXS and GDS through rigorous tracking		
Purchase specific intervention resources - combination of digital and paper based Digital subscriptions: EAL hub Freshstart SATs companion NELI Resources: Collins revision Year 6 Nessy	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Formative and summative assessment used to identify pupils needs Identify resources needed to carry out interventions that support pupil's identified needs. Nuffield Early Language Intervention (NELI) used to target Reception pupils with weaknesses in oral language skills and at risk of experiencing difficulty reading (subject to Government funding) Use EEF guidance to inform best practice	DHT SENCo	Where appropriate
To establish robust and rigorous tracking systems of interventions Insight	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	Rigorous tracking ensures the progress of the pupils is tracked and the needs of the pupils are monitored, planned for and supported.	INSET to introduce and support staff in setting up and developing 'Tapestry' for EYFS observation and tracking of attainment New tracking system 'Insight' customised to meet the needs of the school, including for target setting, interventions and analysis of practise tests INSET to introduce and support staff to use 'Insight' effectively	DHT AL's Teachers	Half termly
				Total budgeted cost:	£60,884

ADDITIONAL INFORMATION

Additional information used to support this report:

- Internal assessment and reporting software
- Evidence from the EEF families of schools database
- Results of pupil progress meetings
- Analysis of attendance records
- Guidance from experts
- Case studies