

Peckover Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	373	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£29,880 allocation	Additional top up from Trust Primary School Improvement Fund: £32,576	Total Catch Up Fund: £62,456

STRATEGY STATEMENT

Our Catch Premium is targeted to support the effective delivery of our COVID-19 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 £29, 880 and this has been supplemented by £32,576 from our Primary School Improvement Fund to provide a total allocation of £62,456

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. To ensure this takes place we will deliver the following:**

- 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 1st 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 our vulnerable children

Internal expenditure £28, 803	External Expenditure £34,900	Trust Resource £37,700
<ul style="list-style-type: none"> • Additional pastoral ELSA trained support • Additional Student Support officer Y6 Y4 • Year 1 additional TA support • Fine motor skills writing books (School budget) • Communication & language resources (DFE funded project NELI) • Curriculum enrichment resources (school budget) • Additional teacher in Y2 and 5 (school budget) 	<ul style="list-style-type: none"> • Teach 1st Trainee in Y1 • Teach 1st Academic Mentors Y2 and Y6 • Think for The Future Mentors (school budget) • Connex National Tutoring Programme (Y1,3,4,5) • Speech and Language 	<ul style="list-style-type: none"> • Curriculum Directors (English, Maths, SEND & Curriculum) • Lead Practitioners (Safeguarding, Attendance, Intervention, Physical Education) • Primary Training Hub • External QA & support

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	60% of pupils have EAL, many only spoke first language during lockdown period and regressed in their English acquisition and reading ability, as many parents do not read or write in English.
B	High numbers of disadvantaged pupils with 35% Pupil Premium from EYFS to Y6. On return, Reading fluency had regress and was significantly behind in all year groups. ¼ of Y2 cohort returned reading at an EYFS level. Reading and language and communication levels are low. Pupils regressed during school lockdown and disadvantaged pupils were adversely effected.
C	The 2016 Social Mobility Index (SMI) ¹ set out the differences between where children grow up and the chances they have of doing well in adult life. Out of 324 Local Authority Districts (LAD) nationally, the SMI ranked Fenland 319th
D	A high number of SEND pupils beginning school with speech and language (50% on entry to EYFS). A further 20 children in KS 1 are having dedicated speech and language, with a further 3 KS 2 children having Speech and Language therapist support. A high number of SEND pupils throughout school 29%. A high number of pupils under assessment for ECHP's – currently 23 children being assessed for EHCP. 15 are EHCP's are in the process of being applied for.
E	Pupil stamina and fine motor skills regressed during lockdown
F	6 months of curriculum missed during partial school closure, including mathematics and phonics. Will impact on deeper learning in these areas, as we need to ensure coverage.
G	Layout of classrooms have limited the opportunities for the picking up of misconceptions and giving verbal feedback more challenging and this has impacted on teacher effectiveness.

Actions to address academic barriers

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>Early diagnostic testing and subsequent curriculum and planning adjustment.</p>	<p>To diagnose gaps in learning swiftly and adjust curriculum accordingly.</p> <ul style="list-style-type: none"> Pupils to achieve pre-Covid achievement trajectory by the end of the year. 	<p>We need to swiftly respond to the needs of individual pupils, by finding gaps for individuals and cohorts and adjust planning and curriculum to ensure those gaps are addressed.</p>	<p>This will be achieved by:</p> <ul style="list-style-type: none"> Assessment lead to organize the administration of tests, QLA analysis and data collection. Principal, SEND, PP and Intervention lead to meet with year groups to ensure curriculum has been adapted and identify pupils in need of intervention of adapted teaching plans. 	<p>Intervention lead KK</p> <p>PP lead SP</p> <p>SENDCO CS</p>	<p>PiXL membership (School Budget)</p>	<p>Oct 20 Dec 20 March 21 July 21 (Pupil Progress meetings)</p>
<p>Curriculum lead to work with Director of Curriculum to ensure the implementation of the new Trust curriculum is faithful to intent.</p>	<p>Ensure a knowledge rich curriculum engages pupils and helps them be able to remember more, know more, do more, which will have a positive impact on reading and writing outcomes.</p> <ul style="list-style-type: none"> Each Yr gp to achieve at least 65%+ in RWM combined. Work scrutiny and pupil voice demonstrate pupils have a wide and in depth knowledge of subjects of the wider curriculum. 	<p>Our OFSTED areas for development were related to the wider curriculum:</p> <ul style="list-style-type: none"> 'Leaders need to ensure that plans for all areas of the curriculum are sequenced well so that pupils secure the knowledge they need to be successful.' <p>And</p> <ul style="list-style-type: none"> 'Leaders need to continue their plans to improve their assessment systems across all subjects to enable teachers to routinely check that pupils know more and remember more.' Since September, the implementation of the cognitive curriculum has already had a very clear impact on the quality of pupils writing as a result of a greater knowledge and understanding of wider subjects such as History. 	<p>This is achieved by:</p> <ul style="list-style-type: none"> The planning and implementation of the curriculum supported by the various National subject associations; for example 'The History Association' Joint planning with year group colleagues across the Trust primaries, supported by curriculum group. Joint moderation with year group colleagues across the Trust primaries, supported by curriculum group. Curriculum lead to monitor the work of subject leads Subject leader CPD Teacher subject CPD for subject knowledge and implementation 	<p>Director of Curriculum CN</p> <p>Curriculum lead KK</p>	<p>£5,000 additional Trust support</p> <p>Additional planning time given to teachers</p>	<p>Dec 20 March 21 July 21 (Strategy Days SEF and SDIP review)</p>

<p>Purchase writing books with handwriting lines for all children in all subjects</p>	<p>For children to develop, fluent and legibly joined handwriting.</p> <ul style="list-style-type: none"> Children will be able to write at efficiently at speed this supporting progress in all subjects. 	<ul style="list-style-type: none"> Covid has had an adverse impact on pupils fine motor skills and writing stamina. 'Talk for Writing' exercise books instantly support a legible and fluent hand. Pupils ability to write at speed and with stamina should not be a barrier to progress -writing will be joined, eligible and fluent. 	<p>English lead ordering books</p> <p>Monitoring of handwriting during book scrutiny</p>	<p>English Lead SB LT</p>	<p>School budget</p>	<p>Ongoing through lesson dips.</p>
<p>Prioritise time spent teaching and promoting reading.</p> <ul style="list-style-type: none"> Purchase non-fiction books and quality fiction books to enhance curriculum delivery. Purchase Rapid Reading scheme for reading intervention 	<p>There will be a significant increase in Reading fluency for EAL, SEND and disadvantaged children in the Autumn term.</p> <ul style="list-style-type: none"> Children's comprehension of texts will improve There will be a whole school reading culture Improve children's confidence. 	<ul style="list-style-type: none"> Baseline assessments in September showed that pupils were 40% behind age related expectations compared where school would normally be at the same time in previous years. Early diagnostics showed children's reading fluency had declined. Reading confidence and fluency had declined. 	<p>This is achieved by:</p> <ul style="list-style-type: none"> Monitoring by English leads and SLT Staff CPD on teaching of reading skills Monitoring of time spent teaching reading. Pupil progress meetings Pupil voice 	<p>Sophie Brown</p>	<p>Opportunity Area funding and school budget</p>	<p>Dec 2020</p>
<p>Identify SEND and disadvantaged pupils to have interventions in Re and Ma with National Tutoring programme for Y 3 4 5</p>	<p>Accelerate progress for disadvantaged and SEND pupils and those disadvantaged by Covid to catch up to pre-Covid achievement trajectory in reading and maths from their relative starting points.</p>	<p>Diagnostic assessments in September showed disadvantaged and SEND pupils had generally regressed in their reading and maths ability.</p> <ul style="list-style-type: none"> Diagnostic testing and teacher assessments were used during pupil progress meetings to identify those pupils most disadvantaged by Covid for tutoring. 	<p>Intervention lead and Disadvantaged lead to track progress with a baseline assessment at start of intervention and exit assessment at end of 15 hour programme.</p>	<p>KK SP CS</p>	<p>£3900 from the £34,900 external SIF</p>	<p>February 2021 March 2021 July 2021</p>

<p>Academic mentors for SEND and disadvantaged pupils in Y2 and 6</p>	<p>Accelerate progress for disadvantaged and SEND pupils and those disadvantaged by Covid to catch up in reading and maths from their relative starting points:</p> <ul style="list-style-type: none"> Y6 to be in line with National outcomes for RWM combined Y2 to have narrowed the gap in RWM combined and be within 5% of National outcomes. 	<p>Both Year groups 2 and 6 are 20% behind previous year groups at this assessment point in the year (December 20)</p> <p>We have already narrowed gap as there was a 40% gap in September.</p> <p>Intensive support from Academic mentors in RWM will narrow gap.</p>	<ul style="list-style-type: none"> Diagnostic testing and teacher assessments were used during pupil progress meetings to identify those pupils most disadvantaged by Covid for tutoring. Academic mentor line manager will oversee implementation and track impact on entry, during and at exit. 	<p>Principal CN Intervention lead and Academic Mentor line manager KK</p> <p>Intervention lead and Academic Mentor line manager KK</p>	<p>£6000 from the £34,900 external SIF</p>	<p>March 21</p>
<p>Employ additional teachers to ensure that children receive quality first teaching and interventions are quality teacher led.</p>	<p>Support EAL, SEND and disadvantaged children in Year 1 and 2 to catch up for time lost as these are the year groups most affected, particularly in phonics and reading. Y1 phonics target 80% Y2 90%</p> <p>Support Y5 where there is a high % of SEND and new to English pupils and PP, try to narrow the attainment gap, which is 30% below where we would normally be at the same time in previous years.</p>	<ul style="list-style-type: none"> Year 1 pupils are behind their usual place with the cohort still having to recap phase 3 phonics in the autumn term. Year 2 Dec phonics is only 67% at standardized score, we are aiming for 90% by end of year. 7 pupils in Year 5 being assessed for EHCP's, 4 already have EHCP's in place. The combined RWM for this year group in December is 49%, whereas the school usually achieves above 65% 	<p>Assessment lead and Principal to track progress through work scrutiny and data at pupil progress meetings.</p>	<p>CN</p>	<p>£25,000 from the £34,900 external SIF</p>	<p>Dec 20 March 21 July 21</p>
<p>To provide added capacity to SENDCO for the writing submission of EHCP's</p>	<p>For all children under assessment for EHCP's to have a plan submitted for review by end of year.</p>	<p>We have 15 children awaiting assessment for EHCP's. This is beyond the capacity of our SENDCO. We will be adding capacity with a former SENDCO of school to aid in submission of EHCP's</p>	<p>SENDCO will oversee the submissions</p>	<p>SENDCO CS</p>	<p>£2000 from the £28,803 internal SIF budget.</p>	<p>ongoing</p>

Deliver SALT intervention through Talk Boost and DFE funded NELI	For children in Early Years with speech and language difficulties to meet the expected ELG by end EYFS	50% of pupils on entry to EYFS at baseline using the NHS speech and communication assessment were referred for SALT support.	<ul style="list-style-type: none"> • Early Years lead to work with DFE NELI project and ensure staff are trained and intervention delivered. • SENDCO to liaise with SALT and ensure pupils receive in school SALT support remotely. 	SENDCO CS EYFS lead RS	DFE funded though catch up programme	Pupil progress meetings Feb21 April 21 July 21
					£29,880 DFE catch up fund	
					£5,000 from Trust resources	
					£7,002 Additional Trust money	
					Budgeted cost:	£ 41,882

BARRIERS TO FUTURE ATTAINMENT

Pastoral barriers:

A	A number of pupils with SEMH needs or attachment issues following lockdown.
B	A number of pupils significantly affected by lockdown due to safeguarding matters e.g. bereavement, DV.
C	A number of pupils from disadvantaged backgrounds who have low self-esteem and lack resilience.
D	Lack of support from external agencies, due to demand and to external agencies not attending school.

Actions to address pastoral barriers						
Action	Intended outcome and success criteria	Action	Intended outcome and success criteria	Action	Intended outcome and success criteria	Action
Work with lead practitioners in safeguarding an attendance.	<ul style="list-style-type: none"> Pupils are safe during this Covid time Attendance and safeguarding are closely linked to ensure pupils at home are safe. Remote learning policy in place to ensure welfare calls, safeguarding needs, FSM and educational needs are met in cases of self-isolation 	<ul style="list-style-type: none"> We have a high incidence of Covid cases, with positive cases in school, 4 to December, and numerous incidents of pupils self-isolating due to parents with positive Covid case. We need to make sure that when there is a clear line of communication between attendance and DSL's to ensure necessary welfare calls or pavement visits take place in order for to know the safety and whereabouts of all our pupils whether in school or at home. Pupils self-isolating need good remote education resources, FSM deliveries and welfare calls. 	<ul style="list-style-type: none"> Audit with lead practitioners in safe-guarding and attendance Weekly attendance and safeguarding meetings across the Trust with lead practitioners. Weekly gathering of attendance data Termly safeguarding audits. Regular National and local updates 	Safeguarding Lead practitioner SF Attendance lead practitioner CT	£2300	Weekly
Provide bespoke Nurture and Pastoral support for SEND SEMH pupils with trained ELSA , Youth Worker, pastoral team and Think for the Future Mentors	<ul style="list-style-type: none"> To support SEND children with SEMH who were adversely affected by Covid so that they can access learning and are not excluded from school 	<ul style="list-style-type: none"> We have a small number of children who were significantly affected by Covid, with bereavement of sibling and family members, or experienced domestic violence or other challenging home circumstances. 	<ul style="list-style-type: none"> The DSL's have oversight of the behavior recording system. Each week these SEMH children are discussed alongside safeguarding concerns. We have a clear view of how successful the support is. Boxhall profiles show an improvement in SEMH needs. 	Pastoral manager LT SENDCO CS	£18,274	Weekly DSL/pastoral meetings
					£ 18,274 Additional Trust Catch up	
					£2,300 Trust resource	
				Total spend	£20,574	

ADDITIONAL BARRIERS

Other barriers: (issues which require action outside school such as home learning environment and low attendance)

D	<p>Engagement in home learning, either impacted by:</p> <ul style="list-style-type: none"> • high % of parents who do not read or write English is a barrier to them supporting pupils with home learning. • Single parents working long factory shifts trying to manage childcare and work • Both parents working long factory shifts trying to manage childcare and work • Poor literacy skills within the home
E	Access to quality devices to complete home learning, lack of engagement with home learning (average 43% during Summer Term lockdown and 50% only 50% of eligible year groups pupils returning).
F	High levels of Covid incidences have resulted 173 pupils self-isolating either due to school Covid incident or parent Covid incident and 51 incidents of staff self-isolating or awaiting test results.
G	Attendance is being impacted by parents choosing to keep children at home, when there are positive cases in school, or single parents, without a support network, cannot get siblings into school, when 1 child is self-isolating.

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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	When will you review this?
Provide food bank deliveries for those families in need	Children will have enough food. Families mental health supported.	Welfare calls have highlighted many families needing food bank support.	During regular welfare calls made to families, we always offer food bank. An email address available to parents to request food.	LT	ongoing

Welfare calls to be made	High attendance levels are maintained	Children need to be in school, unless self-isolating.	Monitoring of spreadsheet and teacher allocated to monitor home learning.	KK	ongoing
Provide all families in the school with breakfast every day through the National Breakfast scheme.	Fortnightly delivery form National Breakfast scheme. Every child to take home enough breakfast cereal, porridge and bagels to last for two weeks at a time. Ongoing All children will have breakfast and be ready to learn.	Many children and families have been financially affected by Covid. Welfare calls have highlighted many families needing food bank support.	Vice-Principal to coordinate	VP KK	ongoing
Have thorough Remote Learning policy which covers academic and safeguarding needs.	Remote learning policy in place to ensure welfare calls, safeguarding needs, FSM and educational needs are met in cases of self-isolation	Pupils self-isolating need good remote education resources, FSM deliveries and welfare calls.	Vice-Principal to coordinate remote education A 'live' spreadsheet is kept on teams to ensure dates of welfare calls, access to technology, FSM deliveries, bespoke learning packs and food bank deliveries are logged. Children with safeguarding needs are called daily.	Vice-Principal KK Pastoral manager LT Attendance lead HF	ongoing
Total budgeted cost:				£0	

ADDITIONAL CONTEXTUAL AND SUPPORTING INFORMATION

We are in an 'Opportunity Area' 2017/20. Opportunity Area report:

In The 2016 Social Mobility Index (SMI)¹ set out the differences between where children grow up and the chances they have of doing well in adult life. Out of 324 Local Authority Districts (LAD) nationally, the SMI ranked Fenland 319th

Internal data:

- Only 43% of pupils accessed home learning during initial lockdown in the Summer Term
- High levels of Covid incidences have resulted 173 pupils self-isolating either due to school Covid incident or parent Covid incident and 51 incidents of staff self-isolating or awaiting test results. This is due to the high percentage of parents who work in food production and families that live in HMOs.
- 60% of pupils EAL
- 35% pupils PP EYFS to Y6

OFSTED areas for Development Nov 2109:

- The school's curriculum is not yet sufficiently coherent in subjects other than mathematics and English. However, it is clear that leaders are in the process of putting this in place.
- Leaders need to ensure that plans for all areas of the curriculum are sequenced well so that pupils secure the knowledge they need to be successful.
- Leaders need to continue their plans to improve their assessment systems across all subjects to enable teachers to routinely check that pupils know more and remember more.

