COVID-19 catch-up premium spending: summary Boxgrove / Kidbrooke Park Primary school

SUMMARY INFORMATION			
Total number of pupils:	Boxgrove: 164 Kidbrooke park: 134	Amount of catch-up premium received per pupil:	Boxgrove: £113 Kidbrooke Park:£173
Total catch-up premium budget:	Boxgrove: £27790.5 Kidbrooke Park: £23220		

STRATEGY STATEMENT

We recognise that children have been affected in many ways from the closure of schools and isolation due to Covid-19 pandemic and that the catch-up for disadvantaged pupils requires a multifaceted approach, operated over a longer period of time that just this academic year. Thus, Our School has committed to utilizing a catch-up approach over the next 3 years.

Our overarching principles are:

- 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

This academic year specific priorities are:

- Ensuring pupils have fair access to our 'catch up' interventions – whether they attend school, isolate or are working remotely
- That our pupils are taught by qualified teachers from within our partnership
- Ensuring that pupils attend every session
- Deliver live sessions for full participation, collaboration and feedback, and to support parents who may have other work commitments alongside managing independent activities set within the standard remote offer each school day
- Year 6 in order that they are best prepared for their transition to secondary school
- Year 2 in order that they are best prepared for their transition to key stage 2
- Year 5 in readiness for their SATs next year
- Ensuring rapid progress is made in Reading, Writing, Maths and speaking and listening for all groups mentioned above

2021-22

- Year 6 (previous year 5) in order that they are best prepared for their transition to secondary school
- Year 5 (previous year 4)
- Year 2 (previous year 1) in order that they are best prepared for their transition to key stage 2
- Reception (Previous Nursery) in order that they are best prepared for their transition to key stage 1
- Ensuring rapid progress is made in Reading, Writing, Maths and speaking and listening for all groups mentioned above
- Ensuring rapid progress is made in science / KUW and social skills

2022-2023

- Year 6
- Year 5
- Year 2
- Reception
- Ensuring rapid progress is made in Reading, Writing, Maths and speaking and listening for all groups mentioned above
- Ensuring rapid progress is made in science / KUW and social skills

Barriers to learning

Internal data – year 6 Boxgrove from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	9/27 33%	4/27 15%	10/27 37%
Working approximately 1 year behind	10/27 37%	11/27 41%	11/27 41%
Working at year 2 years behind	7/27 26%	10/27 37%	4/27 15%
Significant SEND	1/27 4%	2/27 7%	2/27 7%
Number of children not engaging in learning			

Internal data – year 5 Boxgrove from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	6/17 35%	6/17 35%	6/17 35%
Working approximately 1 year behind	5/17 29%	4/17 24%	5/17 29%
Working at year 2 years behind	4/17 24%	3/17 18%	3/17 18%
Significant SEND	2/17 12%	4/17 24%	3/17 18%
Number of children not engaging in learning			

Internal data – year 2 Boxgrove from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	16/21 76%	14/21 19%	16/21 76%
Working approximately 1 year behind	4/21 19%	6/21 29%	5/21 24%
Significant SEND	1/21 5%	1/21 5%	0/21 0%
Number of children not engaging in learning			

Internal data – year 6 Kidbrooke Park from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	8/16 50%	4/16 25%	7/16 44%
Working approximately 1 year behind	7/16 44%	10/16 63%	7/16 44%
Significant SEND	1/16 6%	2/16 13%	2/16 13%

Number of children not engaging in learning	1	2	1

Internal data – year 5 Kidbrooke Park from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	11/22 50%	8/22 36%	10/22 45%
Working approximately 1 year behind	7/22 32%	8/22 36%	7/22 32%
Working at year 2 years behind	2/22 9%	3/22 14%	3/22 14%
Significant SEND	2/22 9%	2/22 9%	2/22 9%
Number of children not engaging in learning	1	1	1

Internal data – year 2 Kidbrooke Park from autumn term 2020 data

Attainment level	Reading	Writing	Maths
ontrack	5/17 29%	4/17 24%	5/17 29%
Working approximately 1 year behind	9/17 53%	10/17 59%	10/17 59%
Significant SEND	3/17 18%	3/17 18%	2/17 12%
Number of children not engaging in learning	1	1	1

Education Endowment foundation findings on the effect of the pandemic:

- School closures are likely to reverse progress made to close the gap in the last decade since 2011.
- Supporting effective remote learning will mitigate the extent to which the gap widens.
- Sustained support will be needed to help disadvantaged pupils catch up.

Boxgrove Primary Ofsted next steps

- Leaders and those responsible for governance should ensure that: the strong practice which leads to rapid progress in the development of problem solving and reasoning skills in mathematics is developed
- pupils' mathematics books reflect more fully the good learning and progress which is evident during lessons, so that pupils can look back and remember the skills that helped them be successful when they tackle more challenging work - pupils not using books when working remotely
- the good quality of handwriting and presentation of work seen in some classes is further developed in all classes across the school
- subject leaders support teachers in selecting reading material which challenges pupils, particularly the most able and the most able disadvantaged pupils, to make rapid progress in their reading.

Kidbrooke park Ofsted next steps

- Teachers to use assessment information effectively – more challenging due to numbers of pupils working remotely, and support given from home, time taken being unclear
- Teachers to continue to strengthen the progress of disadvantaged pupils in writing and mathematics so that more achieve expected standards – this is reflected in the data above

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of academic attainment at present in reading, writing or maths
B	Low levels of progress measured from their previous prior attainment scores measured from the prior key stage
C	Access to support when working remotely – multiple child families, working parents.

ADDITIONAL BARRIERS	
External barriers:	
D	Access to devices / wifi / resources / manipulatives when working remotely
E	Engagement and motivation when working remotely
F	Parental attitude to learning during the pandemic
G	Periods of illness of child and parents / 'long covid'
H	Bereavement issues and increased anxiety affecting emotional wellbeing

Planned expenditure for current academic year

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?
E. Teachers to maintain a register of which days / learning pupils have engaged with remotely – populated backwards where necessary E. Teachers to ensure pupils not fully engaging receive phone calls from tas in the first instance then class teachers then passed to SLT E. Pupils invited in to school where issues persist F. AAO / Social care consulted for those not engaging where necessary	All pupils engage in remote or class based learning every day and followed up where not	To reduce further widening of the gap pupils must engage fully with learning and the access additional sessions to catch up lost learning.	Teachers to be given record sheet Phase leaders to check weekly on engagement levels for all classes and ensure contact has been made SLT to monitor record sheets every fortnight	Chris Rae	Easter May half term July Further dates to be added depending on pandemic
A.Teachers ensure all lessons delivered support pupils to develop learning through clear explanation and questioning and provide regular, high quality feedback as detailed in the feedback on learning policy both in school and remotely using teacher managed sessions, key online resources and school purchased. B.Teachers ensure differentiated learning oppurtunities match pupils' needs well at all levels and supports developmental learning that build on prior understanding with an awareness of cognitive load. A.Teachers utilize recorded teaching, independent tasks and live sessions in order to ensure pupils can access new learning. B.Teachers effectively check that learning is being moved to 'hard memory' via the use of assessment activities and quizzes.	All pupils receive high quality instruction and explanation for learning every day All pupils receive appropriate and developmental feedback for their learning Pupils make solid progress in their learning at an effective pace	What makes good remote learning is no different to what makes good class-based learning. EEF detail most effective strategies, including high-quality feedback, questioning, clear explanations. Teaching and Learning Toolkit	Education Endowment Foundation	EEF Emerging evidence suggests a blended learning approach with live and recorded sessions and directed tasks should be employed	Staff training to be delivered on the most effective strategies within our remote platform and how to operate them Staff training on what makes effective teaching and learning Monitor remote learning offer alongside school-based learning in English, maths, science and curriculum	HOS	Easter July Further dates to be added depending on pandemic

Teachers to track all topics delivered and taught, over time, along with those that haven't been covered in sufficient detail due to remote learning issues. SL to support teachers to adapt topics and resources for delivery where possible Teachers to send appropriate resources home where appropriate in order to support learning / topics	Pupils access a broad and balanced curriculum whether learning in school or remotely. The gap in learning is closed and pupils make strong academic progress	A Broad and balanced, enjoyable curriculum must be offered to ensure pupils can move new learning in to the hard memory. The curriculum is designed to support this process – enabling key learning to be developed in to skills within other contexts. It is crucial that they way pupils learn is understood by staff when making adaptations to the curriculum	Staff training on what makes effective teaching and learning Review topics taught regularly Monitor online content Ensure SL manage time effectively to support other staff members.	HOS	Easter JULY
D. All pupils targeted to be given access to wifi, devices and access when working at home, pupils given access to devices when in school to engage with sessions. F. E.Csessions will be live led sessions to ensure pupil participation and questioning, collaboration are key elements of each targeted session and parents are not required to support pupils in the sessions other than to ensure they log on. Independent tasks completed within the session and shared directly for AFL purposes. Teacher can then support pupils are required and challenge them further.	All pupils are able to engage in targeted sessions whether in school or at home and have access to key resources to do so at their level Parents do not feel the additional sessions create any extra burden on themselves. Partnership staff can be directed to work in areas of their specialism, with minimal health risk to any one or bubbles to ensure teaching is of the highest quality and liaise effectively and swiftly with class teachers Directed tutors recorded evidence directly on schools data system to support class teachers	Access is crucial To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring 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.	Ensure enough devices are maintained by the school Ensure school orders enough WIFi devices Monitor sessions Monitor data Moderation activities from evidence to QA data judgements	HOS	Start of project Easter July
				Total budgeted cost:	£10000

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?

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?
A, B, C Pupils currently attaining below expected levels to receive high quality teaching in small groupings on top of the daily offer in order catch up Teachers will utilize planning frameworks provided by EEF	All targeted pupils received x3 sessions of additional reading, writing and maths per week from key staff identified from across the partnership Targeted sessions swiftly support accelerating progress rates, pupil confidence and enjoyment.	Schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes. EEF	Staff training on EEF packages Staff to work in teams on planning and delivery methods Monitor sessions Monitor data Moderation activities from evidence to QA data judgements Take parent and pupil feedback Ensure class teachers understand the session schedule and planning approaches taken Ensure teachers are included in progress data and evidencing to support teaching in the class Making it part of Performance management targets	EHT	2 weeks in to project Easter July
Pupils with significant SEND within the disadvantaged groups to receive high quality teaching on top of the daily offer in order catch up progress in very small groups / 2/1 Teachers will utilize planning frameworks provided by EEF	All targeted pupils received x3 sessions of additional reading, writing and maths per week from key staff identified from across the partnership in very small settings where the approach taken is well tailored to pupil's specific needs. Targeted sessions swiftly support accelerating progress rates, pupil confidence and enjoyment.	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely necessary. EEF	Staff training on EEF packages Staff to work in teams on planning and delivery methods Monitor sessions Monitor data Moderation activities from evidence to QA data judgements Take parent and pupil feedback Ensure class teachers understand the session schedule and planning approaches taken Ensure teachers are included in progress data and evidencing to support teaching in the class Utilize SENCO support and guidance on targets and likely effective approaches Making it part of Performance management targets	EHT	2 weeks in to project Easter July
				Total budgeted cost:	30000
Other approaches					
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?

A.B.Regular assessment of pupils alongside utilizing information in relation to long term illness and family circumstances	Evidence of the approaches taken ae effectively tracked and can be adapted as necessary to ensure pupils realise maximum gains	Clear baselines and assessment evidence supports quality planning that support pupils learning and thus skill base.	All Partnership teachers understand the school data system All partnership teachers have access to the pupil data. Staff supported to liaise effectively with each other for planning and information sharing.	HOS	Easter July
A.B. C. E. Send home packages of manipulatives / key resources for pupils that require them for their learning Send out support packages designed by EEF to families	Pupils have access to physical resources to support understanding, engagement and can use resources matched to their phase of learning.	Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.EEF	Ensure Pos are clear in purpose Audit resources sent out to ensure school stock remains full when all pupils return	Chris Rae and Richard Butler	2 weeks in to project Easter
C.D. E Ensuring staff and pupils have access to technology that works effectively for the live sessions on Teams	All sessions can run live, will all engaging effectively and enjoyably.	Minimizing the technology gap is fundamental to this programme	Office staff to be the first point of contact for device management and record keeping Ensure enough devices are maintained by school	HOS	2 weeks in to project Easter July
Both schools will run NELI project	FS staff trained in Neli programme. Sessions delivered in school and remotely as directed	NELI support development of language skills	EYFS leaders to over see this work and produce the data analyse termly to check progress.	HOS	Easter July
				Total budgeted cost:	£15000

ADDITIONAL INFORMATION

Refer to Education Endowment foundation report
When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:
- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils