

Marches Academy Trust:

School: Oakmeadow CE Primary and Nursery School.

COVID catch-up premium spending

SUMMARY INFORMATION			
Total number of pupils:	395	Amount of Catch-up premium per pupil	80
Total Catch up Premium budget	£31600		

Strategy Statement:

The Government has allocated funding to each school to support “Catch-up”.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This Dfe guidance states: *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](#).*

Our school has been allocated a total of £31,600 for this academic year. In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produce two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and “Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

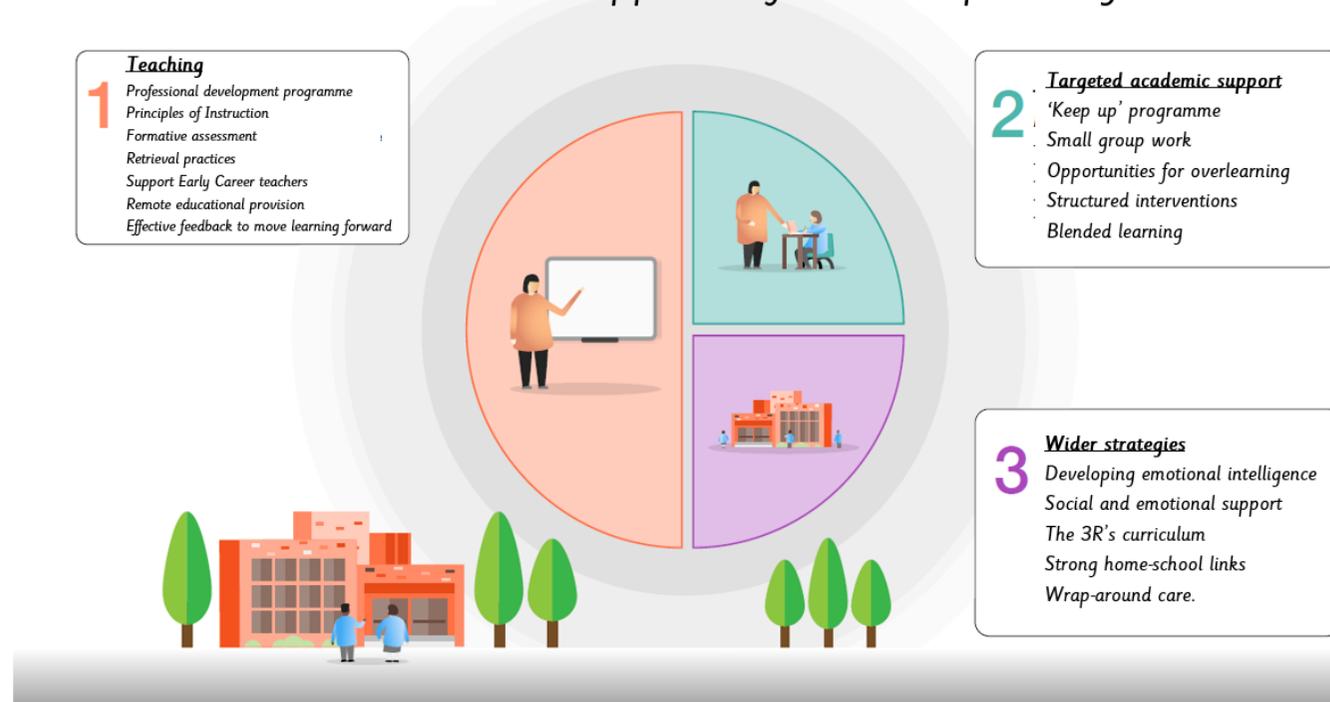
Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional, and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

The DFE guidance on catch-up premium references the two school planning documents so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. Oakmeadow used the EEF guidance and devised our bespoke tiered approach for school planning (detailed below and the full report is available on the website). The Head of Teaching and Learning already had in place a continuous professional development programme through lesson study using the ‘Teaching for Mastery’ approach and the ‘Principles of Action’, and revised how this can be maintained during this academic year to ensure all staff can access PD. Additionally, further professional development has been provided throughout the year during staff meetings on the areas identified with tier one of the tiered approach for school planning.

Throughout the first part of autumn term, all staff have been using their formative assessment processes to identify 'gaps in learning' and making teacher judgments about children's current attainment. Year groups that have been identified either because they have largest 'gaps in learning' or constraints of the time within their key stage due to the nature of end of key stage assessments, have then used summative assessment to triangulate the teacher assessment, provide question level analysis and gain standardised scores.

Oakmeadow's tiered approach for school planning



The decisions are also guided by the school's vision and our determination to ensure all our children "catch-up", and we do not allow this pandemic to adversely affect any of our children's academic or emotion development.

Barriers to learning.

BARRIERS TO FUTURE ATTAINMENT

A Literacy and numeracy gaps emerging due to periods of school absence which will require high quality first teaching and effective interventions.

B Pastoral issues – possible interrupted development of social and emotional skills, due to lockdown affecting social interaction.

C Missed elements of the curriculum which may impact on future acquisition of knowledge and skills.

ADDITIONAL BARRIERS (External barriers)

D Family and parenting issues arising from Covid meaning some children have accessed the high-quality home learning package less effectively than others. Children may have been impacted by these home issues and may impact on their learning behaviour in school.

E Children may be ill-equipped for learning, for example, they do not have the required equipment/clothing for all educational activities or are not enabled to participate in all opportunities due to financial constraints.

F Irregular attendance patterns caused by periods of self-isolation due to contact with Covid cases/awaiting Covid test results.

Planned expenditure for current academic year		
Barrier	Intended outcome	Action/person responsible and costing
A Literacy and numeracy gaps emerging due to periods of school absence which will require high quality first teaching and effective interventions.	Gaps in learning are identified swiftly using formative assessment and the curriculum is adapted to teach priority areas. Teaching and learning strategies such as the Principles of instruction are used to accelerate progress and help children commit learning to long term memory. All staff receive a high quality CPD programme in order to facilitate this.	Adapt CPD schedule within school and make use of support groups within the MAT and externally to support skills development and understanding. TA training. Early Career teacher support time. Embed use of Principles of instruction and monitor success through tracking and pupil progress. Use funding in order to employ two additional Teaching assistants to facilitate intervention and high quality first teaching in key year groups.

		Costing: £18,000 JT/SH
B Pastoral issues – possible interrupted development of social and emotional skills, due to lockdown affecting social interaction.	Opportunities are provided for children to rebuild relationships with their peers and staff. Social and emotional aspects of the taught and lived curriculum are a priority and the pastoral team work closely with teaching staff on a team approach.	Zones of Regulation to continue as whole school approach to support emotional resilience and regulation. PSHE and RSE curriculum to be adapted and support rebuilding of relationships. Use of Sports Apprentice to facilitate lunch and break time social activities. Employ one term of outdoor learning and Forest school Teaching Assistant to facilitate collaborative working. Forest school and outdoor resources to support. Employ one Safeguarding/Pastoral support Teaching Assistant to support social and emotional work. Costing: £13,000 HM/SH/MS
C Missed elements of the curriculum which may impact on future acquisition of knowledge and skills.	The curriculum on return to school and beyond is well-structured and progressive and is adapted to acknowledge gaps in learning. This means that future learning is not impacted, and gaps do not widen.	Gaps in learning exercise to inform planning of future curriculum. Medium term planning time to be built in for teachers to fully acknowledge and plan to address gaps and priorities. Work collaboratively with other year groups during CPD time to establish clear plans. Information on curriculum approaches such as Mantle of the Expert to be disseminated and used across school. Costing: £300 JT/SH
D Family and parenting issues arising from Covid meaning some children have accessed the high-quality home learning package less effectively than others. Children may have been impacted by these home issues and may impact on their learning behaviour in school.	Differences in family and home situations arising from Covid are acknowledged and those children more in need are identified promptly. Pastoral programmes are established and carried out so that issues do not present as a barrier to learning. Home and school links are strong, and parents and staff work together to address any issues.	Wraparound care offers to be re-established to support home/ parents working etc. Robust tracking of remote learning periods. Plan in place for live learning in case of bubble closure. Devices and Wi-Fi or resource support to be made available for all families in this instance. Pastoral package around learning behaviours and Zones of Regulation in use. Parent workshops such as UYC to be accessible for parents and

		increased offer on website to refer parents to for support. HM/SH/MS
E Children may be ill-equipped for learning, for example, they do not have the required equipment/clothing for all educational activities, or are not enabled to participate in all opportunities due to financial constraints.	Issues such as lack of equipment or uniform of the inability for parents to afford extra-curricular/ enrichment opportunities do not prove a barrier to learning.	Devices and Wi-Fi or resource support to be made available for all families in this instance. Additional classroom and learning resources to be purchased to enable high quality first teaching for all – children to have own learning packs. Second hand clothing offers with support of PTA and adapt use of Pupil Premium in order to support if financial constraints are a barrier for our disadvantaged families. Costing: £300 JT/HM/SH
F Irregular attendance patterns caused by periods of self-isolation due to contact with Covid cases/awaiting Covid test results.	Children who have had periods of absence due to Covid restrictions continue to have the same learning offer as those in school and do not acquire additional gaps in learning as a result. Children who begin to exhibit behaviours regarding attendance as a result of instability are quickly identified and issues resolved with homes.	Tight tracking of attendance and use of external support for persistent absence occurs. Robust and high-quality remote learning offer to be ready to put into place immediately if self-isolation or bubble closure is necessary which replicates in class learning. This will mean children continue to have same offer. HM/SH