

Covid Catch up and Tutoring funding premium report

January 2022



Aims

The target outcomes for each year group in reading writing and mathematics attainment will be in line with those expected prior to the pandemic outbreak and subsequent closure of schools on March 2020 and January 2021.

Any ongoing attendance impact is negated and attendance at Elstow School rises by the end of the year to pre-pandemic levels.

Any remote learning is accessible to disadvantaged families through targeted IT equipment loan, published timetables and lessons, and the education of children with multiple siblings in a family at the school, is well supported.

• SUMMARY INFORMATION			
Total number of pupils:	420 in school		£80
Total catch-up premium budget:	£11,890	Total tutoring budget	£8,707.50

At Elstow the funding and provision in school is used to:

Employ a qualified teacher for KS2, for 1 full days weekly fixed term to the end of May. This will allow access for children in KS2 to receive 1:1 or small group tuition as needed across reading and mathematics.

Ensure that the experienced class teacher in Y2 is able to teach intervention strategies, on a group basis for mathematics; timetabling the services of the Post Graduate student and an HLTA in Y2.

Allow laptop loan and ensure weekly published overviews are available for each year group and encourage any parents with children at home, to communicate if their child is well enough to work at home.

Catch up at Elstow is:

Access to a high-quality curriculum, which is coherent and builds on prior learning.

The taught curriculum has been adapted to account for lost learning in 2020 and 2021. Retrieval practice and quiz style learning as Do Now's, are in place across every year group.

Supported redeployment of SLT and experienced teachers and teaching assistants specialising in SEN needs.

Senior teachers are acting in a weekly timetabled specifically targeted provision, to support additional learning required by children:

- Specific intervention sessions before and after school at least three times weekly in maths and reading.
- Group assessment support
- Coaching and specific literacy planning and teaching support timetabled weekly e.g. Principal teaching writing in Y6 daily.

SEN teaching assistants are timetabled and tasked specifically to work with target pupils 1:1 and in small groups, to enable children to re-establish good learning behaviour and progress towards individual targets.

A focus on consolidation and reteaching of missed mathematics skills and understanding through:

- Increased core curriculum time, especially for mathematics, timetabled across the school for every year group with particular focus on Year 2 and Year 6.
 - Arithmetic and reasoning extra sessions
 - Targeted booster sessions before school
 - Access to Complete Mathematics Y4 5 and 6 (PP pupils) and SAT's Companion programmes
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- Increased focus on teaching specific multiple representations using concrete materials
- Formative assessment and intervention teaching between sessions are used to ensure children are re-learning and consolidating important mathematics skills.
- Targeted weekly CPD on mathematics planning and assessment weekly for teachers and HLTA's.

A particular focus on early reading, phonics strategies for decoding and writing through:

- Identifying below Age Related Expectations (ARE) through reading assessment using Sounds Write diagnostic assessment, Salford Reading Age assessment and PM Benchmarking tools
- Comparative Judgement for Y1 – 6 to give accurate information about the children's attainment against Age Related Expectations (ARE)
- Phonics using Sounds Write taught across the school, including in Y5 and Y6 for individuals who need it.
- Additional intervention time for target pupils is being given to secure basic skills. There is extra flexibility particularly in the afternoon timetables to support this.

Time spent on ensuring children and families are supported in attending school and in access to Home Learning if Self Isolating.

Ongoing support is in place to help adults and children feel safe coming to school. Emotional and practical support is offered through the Family Support Worker and the Deputy Head for Inclusion. Both adults are available daily on the gates for informal chats and children whose parents report difficulties e.g. with sleeping or home learning, are given 1:1 time and are signposted to support available through the school or the Borough. Laptops and Data SIM cards are ready on site for target families.

Grey is in school provision not covered by Catch up funding

Target employee	Area of work	Key Impact intention
HLTA	EY trained TA	Y1 Class cover – teachers providing phonics interventions
FT Teacher experienced 1 day per week	KS2 teacher	Target KS2 whole class (providing class teacher cover) to allow mathematics intervention support 1:1 and 1:3 mathematics target pupils
SEN TA KS2	KS2 and SEN Specialist	SEN support 1:1 specific Y6
SLT	Y6	Mathematics boost target pupil small group (during and before school) Y6 Set group – low attainment//target group
Pastoral support	Vulnerable family support	Off site visits and attendance support. Mental health guidance support
SLT	Y5/KS2 teacher	Y5 whole class reading and writing. In class support
SLT	Y6	Y6 reading boost target pupil small group

Elstow School's actions

To prioritise the attainment of Y6 pupils:

Rationale

This cohort has the lowest proportion of students who engaged effectively with learning at home between March 20th 2020 and July 18th 2020.

Baseline Sep 20 suggests Y5 Multiplication skills and times tables fluency are low for start of Y5

To prioritise the attainment of Y2 pupils.

Rationale:

Pupils had a slightly less than 50% uptake in returning to school in EY on re-opening in July.

The majority have missed the crucial early mathematics learning, self-regulation, and early phonics – assessment at the start of term showed significant loss of learning.

Behaviour for learning in class support needed in the light of loss due to lack of attendance in Early Years from July 2020 once classrooms were reopened for all pupils in EY and in 2021 once they were able to attend after March.

Extra learning needs within cohort requiring extra targeted in class and pastoral support, identified on GRC's (Graduated Response Charts).

Additional information

To decide the use of funding and the priorities, we used evidence from:

Curriculum coverage detail from the planning and teaching during the remote learning time March to July.

Class teacher feedback on uploaded home learning by pupils.

The DDI meetings highlight specifically, those children for whom catch up is a priority.

Learning Wanders by SLT and Executive Trust team members during the school closure and since September 2020.

Attendance logs during school closure and this term.

Safeguarding and behaviour reports by the FSW and by class teachers on CPOMS.

Information from parents reported to class teachers, to the Inclusion Team and to SLT both formally and informally.

Teaching and learning observations by SLT and the Executive Trust team member

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? How will this be reviewed?
Extra capacity for teaching in KS2	Y6 specifically make significant and quick progress to achieve ARE in Reading Writing and Mathematics by the end of May 2022	Very low engagement during lockdown Initial assessment in tables showed insecure knowledge A recognised need to improve self regulation, re-embedding positive behaviour choices in class.	Robust SLT support Literacy Lead supporting planning in reading and writing sessions SLT teaching and supporting planning in mathematics tables practice, mathematics meetings and main mathematics lessons Specific SEN teaching daily for target group	Sam Barlow/Sarah Ciantar/Vicky Maples	Half-termly during summative assessment

<p>Extra capacity for teaching in Y2</p>	<p>Y2 attain ARE in reading phonics (Dec 21 Phonics Screen 83%) Behaviour in class for learning increasingly regulated Any disruption increasingly rare SEN pupils well supported in class and through intervention programme</p>	<p>Children have shown that behaviour for learning routines and expectations have been forgotten. Extra learning support for target pupils needed Parental reports of difficulty managing behaviour at home. Some eating and sleeping dysfunction Low attention and resilience in independent activity Low resilience and peer conflict resolution</p>	<p>Teacher Training TA to lead class teaching 2 days per week. Specific group mathematics interventions Target behaviour support from SLT Regular weekly catch up meetings to help teachers identify strategies for target pupils and groups to increase concentration and develop appropriate behaviour for learning</p>	<p>Diana Waterer – class cover to allow interventions in Y2 and Peer Coaching by HEL</p>	<p>Behaviour tracking through red and yellow cards. In class observations weekly through learning wanders. Comparative Judgment for Writing Y2 mathematics SAT's assessment to track overall attainment and gaps in learning.</p>
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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?
<p>Target 1:1/small group Low attainment</p>	<p>Y6 specific pupils make expected progress from start points</p>	<p>Target pupils making slower than expected progress Specific target group to show progress in and across lessons in core subjects</p>	<p>SEN teaching and planning overseen by V Maples and S Ciantar with JBE Weekly meeting with Class teacher and Senco for specific pupils' attainment and focus in lessons. Behaviour closely tracked with specific individual actions for target pupils Liaison with FSW to ensure falling attendance is quickly addressed. SLT coaching support for planning and teaching writing timetabled daily</p>	<p>Sarah Ciantar/Vicky Maples KS2 Phase lead Involvement in 1:1 tutoring by SH every Monday</p>	<p>As part of tracked assessment at least half termly</p>

Target Y6 small group reading	Specific group of pupils (7) attain 100+ Scaled Score in Reading 2021 SAT's	This group attained at EXS in Y2 (and at Sep 20 attained significantly below EXS due to absence from school, should attain at least EXS at Y6 to have made expected progress	Ensure liaison with children means they enjoy coming to sessions Specific sessions are planned using the reading extracts in class as pre-teaching of vocabulary and opportunities to engage with the text.	Principal	Assessment termly - Y6 Reading Assessment Attendance at Booster tracked weekly
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? How will this be reviewed?
Repurpose laptops for children in vulnerable homes Ergo IT support services	Children can access home learning and are able to engage in the online support offered	Low engagement during lockdown Parent information on struggle to access IT due to siblings and older school age children dominating IT use in the house	Uploads to Class Dojo and Purple Mash Class teacher check in with parent SLT informal conversation on gates	Principal	Ongoing - as reported by Class Teachers for pupils with identified need.
Family mental health and well being support	Improve attendance for children with poor attendance or lack of engagement either lock down	Specific target families with historic low attendance are failing to attend and quoting the pandemic as a reason further fearfulness in sending their children to school	Improved attendance Pupils with low attendance outcomes in assessment will improve Evidence of engagement with FSW	Liz Polson FSW	Half termly in liaison with Principal and EWO

Additional actions updated termly.