



# Peafield Lane Academy COVID Catch-up Premium Report



## COVID catch-up premium spending: summary v1

SUMMARY INFORMATION			
Total number of pupils:	314	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25,120		

### Rationale:

The government is providing funding to all schools to cover a ‘one-off’ universal catch-up premium for the 2020-21 academic year. This additional funding is designed to be used to support pupils to ‘catch-up’ for lost learning following the COVID-19 lockdown measures. This funding amounts to £80 per child – an allocation of £25,120 for Peafield Lane based on eligible pupils.

Here at Peafield Lane, we consider a ‘three-tier’ approach to our recovery curriculum and ‘Catch-up’ interventions: teaching, targeted academic support and wider strategies. Staff have identified the children who are most in need of bespoke interventions. Using the support documentation from the Education Endowment Foundation (EEF), we have identified the best strategies – based on long term research – that will enable our children to achieve the most positive outcomes and have the most impact

Effective home learning programmes have been found to mitigate the impact. We provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning. Therefore, catch-up for all children is essential.

**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.**

**In summary, the EEF projections for the impact of widespread school closures identify;**

- **The disadvantaged attainment gap widens**
- **Assessment of lost learning is crucial**
- **Targeted support in addition to wider school initiatives are required**
- **Absence rates upon return are crucial**

**The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.**

## **Barriers to learning**

### **BARRIERS TO FUTURE ATTAINMENT**

#### Academic barriers:

A	Gaps in learning as a result of school closures.
B	To reestablish pupils learning stamina that has been affected as a result of time out of school.
C	Reestablishing high school expectations of basic skills including: handwriting and presentation.

### **ADDITIONAL BARRIERS**

E	Pupils wellbeing, social, emotional and mental health.
F	Attendance of pupils in school continues to be affected by the National Pandemic resulting in an even greater need for virtual learning (home and remote learning).

<u>Strategies</u>	<u>Actions</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How to monitor the quality implementation</u>	<u>Cost and staff lead</u>
a. To ensure high 'Quality First Teaching' for all children	<ul style="list-style-type: none"> <li>All teachers to identify the areas of knowledge that need to be revisited in order to access the lesson (what are the pre-requisites/key pillars of learning?)</li> <li>Teachers to use support documentation to help them identify these key areas (e.g. <a href="#">Teaching Mathematics Guidance from the DFE</a>)</li> <li>All Phase Groups to have created an intervention log outlining the strategies for each individual pupil within the Phase Group.</li> </ul>	EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.	<p>Monitoring learning walks</p> <p>Book looks</p> <p>Monitoring of planning</p>	<p>Sustained structure of TAs supporting Teachers</p> <p>Cost – factored into existing budget</p>
b. Principles of the Recovery Curriculum embedded throughout the whole school curriculum, ensuring children are ready to learn.	<ul style="list-style-type: none"> <li>Pupils are able to access learning well. Curriculum meets the needs of Leamington pupils</li> </ul>	<ul style="list-style-type: none"> <li>High Quality Teaching for all (EEF). Curriculum meets the contextual needs of the school.</li> <li>Staff are using subject specific prerequisites to inform teaching and learning.</li> </ul>	<p>Monitoring and evaluation schedule to monitor impact of curriculum</p> <p>QA of planning for each Enquiry by SLT before learning commenced</p> <p>Learning walks</p> <p>Monitoring of CPOMs of most vulnerable pupils</p>	<p>Phase Leaders</p> <p>TD and SLT</p>
c. To focus on the lesson design for all lessons	<ul style="list-style-type: none"> <li>Follow the FHP Trust model of lesson design to ensure cognitive and meta-cognition techniques are implemented</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding approaches included in all teaching to support learning and encourage independence.</li> <li>Explicit instruction built in to all lessons to enable modelled examples with a we do you do ethos.</li> </ul>	<p>Monitoring of daily sessions</p> <p>Monitoring of planning</p> <p>Book looks</p> <p>Performance management meetings</p>	<p>SLT</p> <p>Phase Leaders</p>

		<ul style="list-style-type: none"> <li>Cognitive and Metacognitive in all subject specific teaching to support with the children's understanding through a plan, monitor and evaluate process.</li> </ul>		
d. To implement effective Baseline assessments	<ul style="list-style-type: none"> <li>To avoid the stress of testing – teachers to implement 'low-stakes' quizzes and daily lesson assessments to understand what learning has been lost (and gained).</li> <li></li> </ul>	EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly.	Analysis of individual data (tests, learning walks / drop ins, book looks) will show that gaps have been filled and progress is being made.	Class teachers  Phase leaders to monitor
e. To ensure home-learning aligns with, and mirrors, the teaching content of the whole class	<ul style="list-style-type: none"> <li>For all children to be comfortable with working on e-schools platform</li> <li>Weekly work to be uploaded</li> </ul>	<ul style="list-style-type: none"> <li>Communicating with and supporting parents (EEF).</li> <li>Supporting Home learning / Digital Technology (+4 months - EEF).</li> <li>All pupils are provided with an equal education.</li> <li>Pupils have the opportunity to practice and recall taught skills.</li> </ul>	Parental surveys  RAG rating and reviews of engagement when isolations occur	GW/TD  Phase Leaders  E-Schools learning platform - £2000  TTR subscription - £100  WRM subscription - £100
f. To improve the phonics knowledge for all children in Year 3 and below	<ul style="list-style-type: none"> <li>All Year 3 children to have access to Phase 5+ phonic</li> <li>Additional Phonics Intervention for targeted children (those identified through early baseline)</li> </ul>	<a href="#">EEF's COVID-19 support guide for schools</a>	All children in Year 3 to have an improved knowledge of Phonics to support their reading	Additional support  1x TA – 2x week  (hourly rate - £17.30)

				£34.60 x 15 = £519
				Total cost - £519
g. To implement the Big Cat Phonics scheme to add with the fluency of reading	<ul style="list-style-type: none"> <li>All staff to be familiar with the new scheme for reading</li> <li>Phonics teaching to run alongside the use of the Big Cat Phonics books</li> <li>Accurate assessments of children's reading to be made</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<p>Monitored by Phase and English leads</p> <p>Regular assessment of impact on reading fluency and comprehension</p>	See JD about book costs
h. Purchase a range of additional resources to support virtual learning.	<ul style="list-style-type: none"> <li>Staff are using learning packs to support with the delivery of remote learning.</li> <li>Staff are equipped to deliver high quality teaching and learning remotely</li> </ul>	<ul style="list-style-type: none"> <li>Support remote learning.</li> <li>High-quality teaching for all (EEF).</li> <li>Technology/resources are not a barrier to fulfil teaching responsibilities (EEF – Use of Digital Technology +4 months).</li> </ul>		<p>Teaching &amp; Learning Lead to purchase</p> <p>X14 Drywipe Whiteboards = £264</p> <p>X3 Flipchart Pads = £143</p> <p>X5 Desk Microphones = £48</p> <p>Visualisers = £720</p>
i. To provide the children with the resources to actively engage in their home learning	<ul style="list-style-type: none"> <li>Children have learning pack both at home and in school that support scaffolding their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolds for supporting children are available both at home and at school.</li> <li>All pupils have available resources to support their learning.</li> </ul>		<p>Zip wallets, whiteboards, whiteboard pens, pencils, rubbers and laminating pouches for agreed learning packs.</p> <p>Dry Wipe Markers £90</p> <p>Zip Wallets £108</p> <p>Laminating Pouches £31 Erasers £37</p> <p>Rulers £33</p> <p>Whiteboards £241</p> <p>Exercise Books Lined &amp; Squared £145</p> <p>Total = £685</p> <p>Children are using learning packs to support them with home learning and remote learning.</p>
				Total Cost - £5553

## 1. Targeted Academic Support

<u>Strategies</u>	<u>Actions</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How to monitor the quality implementation</u>	<u>Cost and staff lead</u>
<p>a. Pre and post teach intervention (morning intervention session in 'drop-off' window; afternoon intervention with TA support)</p>	<ul style="list-style-type: none"> <li>To provide 'acting-up' opportunities for specific TAs to release class teacher to provide intervention (4x TAs; 2x hours a week)</li> <li>Early identification of target children to monitor as well as daily identification of children in Core subjects to target in afternoon or morning session</li> <li>Regular assessment from the class teacher to monitor the impact of the interventions</li> <li>Regular contact with parents to see if children can arrive early in the 8:15-9:00 'drop-off' window to complete intervention</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Led by teaching staff.</li> <li>Interventions are based around specific gaps in learning as well as pre teach opportunities (small group interventions (EEF +4months).</li> </ul>	<p>Class teacher to monitor the impact of each intervention daily</p> <p>Phase Leader to assess the impact of interventions x2 weekly</p>	<p>1 x HLTA and 3x TAs working: 2x hours a week (hourly rate – £20.75 and £17.30) £145.30 x 20 = £2906</p> <p>Total cost - £2906</p> <p>Option to run to end of Academic Year</p> <p>Phase Leaders</p>
<p>b. 1:3 subject specific tuition By providing a small group intervention, it is expected that the attainment gap in reading, writing and maths will be decreased between those disadvantaged by COVID-19 and those not.</p>	<ul style="list-style-type: none"> <li>Use of the NTP (Connex) to provide 3 tutors for 4 afternoons a week (1 per phase group)</li> <li>Early identification of the support children and areas of support</li> <li>Regular contact between class teacher and tutor to aid assessment and future teaching steps</li> <li>Children to access two 30minute sessions a week for 15 weeks (each child has a 15 hour allocation – split into 7.5hours for Maths and English)</li> </ul>	<ul style="list-style-type: none"> <li>Targeted academic support (EEF).</li> <li>Small group intervention (EEF +4months).</li> <li>Pupil to have additional opportunities to work with a teacher to complete extra core learning.</li> </ul>	<p>Children's baseline data and identified gaps share with tutors by class teachers</p> <p>Class teachers monitor children's progress.</p> <p>Tutors submit progress reports</p> <p>Work done with tutors is linked to in-class work</p>	<p>3 x mentors working: 3x hours a day 4x days a week (hourly rate - £12.25) Total cost - £6,615</p> <p>TD and Phase leaders</p>
<p>c. 1:1/2 daily support</p>	<ul style="list-style-type: none"> <li>Use of the Academic Mentors programme with</li> </ul>	<ul style="list-style-type: none"> <li>Targeted academic support (EEF).</li> </ul>	<p>Teacher moderation</p>	<p>1x Academic Mentor (pay the on-costs at approx. 22%)</p>

	<p>Teach First to provide 1 academic mentor for the remainder of the year.</p> <ul style="list-style-type: none"> <li>• Early identification of specific children who have been highly disadvantaged from the COVID-19 outbreak (approx. 15 children)</li> <li>• Precise timetable created for mentor to work across Phase Groups (RA clear)</li> <li>• Mentor to work alongside the class teacher to either deliver or support in Core subjects.</li> <li>• Evidence of entry and exit of support through triangulation of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Small group intervention (EEF +4months).</li> <li>• Pupil to have additional opportunities to work with a teacher to complete extra core learning.</li> </ul>	<p>Book looks for transfer of knowledge/skill in dependency.</p>	<p>Total cost – approx. £4180</p>
<p>d. Deployment of a senior leader to provide specific catch up intervention in Key Stage 2.</p>	<ul style="list-style-type: none"> <li>• A greater number of pupils across KS2 will receive additional interventions with an experienced teacher.</li> <li>• Pupil Progress meetings evidences all identified pupils have made good or better progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support (EEF) High quality small group tuition (EEF +4months)</li> <li>• Additional member of staff to ensure all pupils have additional access to keep up and catch up provision/ interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that identified pupils are supported and challenged appropriately to ensure that pupils keep up and catch up by the end of the Summer Term 2021.</li> </ul>	<p>Member of SLT (3 additional afternoons per week in the Spring 1 term) £1555</p>
<p>e. Additional maths sessions focusing on the RTP across school</p>	<ul style="list-style-type: none"> <li>• All classes to have a daily 15min RTP session focussing on one criteria per week</li> <li>• Assessments to be made throughout the week to see their readiness to progress</li> <li>• Documentation to follow children through to next year group</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from EEF and Sutton Trust for teacher to lead interventions groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase leader to monitor impact</li> <li>• Maths leader to oversee lesson structure and design</li> <li>• Feedback to maths leader on impact and progression</li> </ul>	

f.	Additional teacher led after school provision for identified Year 5 pupils.  Focus: EGPS / Maths	<ul style="list-style-type: none"> <li>Teacher to be deployed in Summer Term to provide targeted support to identified Year 5 pupils</li> </ul>	Evidence from EEF and Sutton Trust for teacher to lead interventions groups.	All identified children will have a secure understanding of key mathematical pillars and basic SPAG knowledge at an Age-Related level	Teacher – DH 15weeks  Total cost £350  CN and TD
g.	Additional phonics boosters for year ½. Plus additional Y1 phonics and Y2 retake phonics booster after 2 <sup>nd</sup> lockdown	<ul style="list-style-type: none"> <li>Children who were previously on track to achieve phonics who became no longer on track will become track</li> </ul>	Evidence from EEF and Sutton Trust for teacher to lead interventions groups.	AD to monitor impact of intervention on a weekly basis  Feedback to SLT on impact	Teacher – AD 15weeks  Total cost £350  GW and TD
					Total Cost - £15, 956

## 2. Wider Strategies

<u>Strategies</u>	<u>Actions</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How to monitor the quality implementation</u>	<u>Cost and staff Lead</u>
a. To improve the Speech and Language of early starters in EYFS	<ul style="list-style-type: none"> <li>Early identification of children who need access to specific speech and language support</li> <li>Use of ‘Speech Link’ computer software to support children with their specific speech sounds (identification of referral at end of programme if needed)</li> <li>Use of ‘Language link’ computer software to support children in their understanding of language</li> </ul>		JC and LC to monitor impact of software  Feedback to SLT	Infant Language computer software (Initial £150; additional £275 yearly subscription)  Speech Link computer software (Free programme)  Total cost £425  JC and EYFS teachers
b. To improve the mental well-being of the children post COVID-19	<ul style="list-style-type: none"> <li>Staff training and CPD on Mental Health</li> </ul>	<a href="#">EEF’s COVID-19 support guide for schools</a>	Pupils are well supported  Pastoral intervention monitoring by SENDCo and SENDCo support.  Inclusion feedback  Monitoring of CPOMs	CN and TD
c. Additional ELSA support including specific programmes such as Lego or play therapy, for pupils who return with additional	<ul style="list-style-type: none"> <li>Targeted children more able to focus on learning when they are more regulated.</li> <li>Targeted children will be provided with the</li> </ul>	<a href="#">EEF’s COVID-19 support guide for schools</a>	Class teacher’s / SENCO team to monitor	ELSA support £16.25 x 8 hr x 10 weeks = £1300



Emotional, social well-being needs when all pupil return	opportunities for specific ELSA support from qualified members of staff			
				Total cost - £1725
				Overall – £23234