



Covid Catch-up Premium: Impact statement

Adisham Church of England Primary 2020-2021

1. Summary information					
School	Adisham Church of England Primary				
Academic Year	2020-2021	Total Covid catch-up budget	£8,960	Date of most recent review	Jan 2021
Total number of pupils accessing support from funding	Across the school			Date for next internal review of this	July 2021

Allocation of Covid Catch-Up Premium for 2020-2021

Use of the Covid Catch up funding:

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.” (DfE July 2020)

Our Vision:

The Stour Academy Trust has a clear vision to transform education and put the needs of our children at the heart of all our decision making. At Adisham CE Primary we are driven by our deep rooted Christian commitment to the children’s well-being and education. We want to develop a safe and exciting environment where all God’s children flourish through opportunities and collaboration. We are committed to ensuring the school closure during Lockdown (March 2020) and any further unplanned bubble closures or school closures will have a minimal effect on children’s learning and well-being. We will be investing the Catch-Up funding on measures proven to be the most effective (based on the DfE guidance for the Catch-Up Premium and the EEF Guide to Supporting School Planning – A Tiered Approach to 2020-2021) with a particular focus on those who are most disadvantaged.

Priority Areas for Catch up funding

- | | |
|----|---|
| A. | <p>TEACHING – Professional development on planning for the new school year in light of Covid, with early career teachers provided with extra mentoring and support. Deliver a curriculum that considers the lost learning and has been revised to ensure that previous knowledge and concepts can be built upon. Ensure the right balance of Formative and Summative assessments to diagnose learning that has been missed or forgotten. Effective Formative Assessment will be the central point of Teaching and Learning.</p> <p>High quality remote learning and technology to enable all families to access the learning at home in the event of bubble closures or any further unplanned school closures. Disadvantaged families are not subject to digital inequality by not accessing the learning platform that others can.</p> |
| B. | <p>TARGETED ACADEMIC SUPPORT – High quality one to one or small group tuition delivered by COVID Catch-Up teachers and skilled TAs deployed to deliver high quality interventions that are well implemented in the school.</p> <p>TAs trained and deployed to deliver new structured, evidence based early interventions in Oral Language and Maths.</p> |
| C. | <p>WIDER SUPPORT - Children have positive levels of well-being and are confident they can achieve, despite the period of school closures and any further unplanned school closures. Assessing social and emotional outcomes for children and ensuring whole school and targeted measures are put in place.</p> <p>To increase attendance and engagement with learning through increased communication with parents.</p> |

Barriers to future attainment - academic

- | | |
|----|--|
| A. | <p>KEY TRANSITIONS – these have been disrupted as a result of absence from early years settings and school settings.</p> <p>Nursery to Reception - the Prime Areas may be underdeveloped. Relatively few have been in a Nursery setting since march 2020.</p> <p>Reception to Year 1 – the Prime Areas will be underdeveloped and the Specific Area of Reading. Many children will still be assessed within the Early Years Curriculum.</p> <p>Year 1 to Year 2 – Phonics knowledge is underdeveloped and has impact on decoding and reading stamina. Children will have missed much of the fundamental skills needed to access the Year 2 curriculum.</p> <p>Year 2 to Year 3 - Phonics and Reading teaching needs to be closely matched to the child to ensure that learning missed in Year 2 is caught up and that Phonics knowledge is secure and applied fluently to decoding and Spelling.</p> <p>Year 5 to 6 – this year group will need intensive boosters and high-quality teaching to fill gaps so that they are Secondary ready.</p> |
| B. | <p>READING – Ensure that children have the fluency of word decoding and comprehension skills they will need to access age appropriate texts. Continue to build systematically on vocabulary acquired before lockdown and ensure decoding / comprehension and language skills are tightly knitted together. Close the reading ability and cultural capital gap that will have widened between children that do not read at home and others that do so regularly to ensure disadvantaged pupils keep up.</p> |
| C. | <p>REMOTE LEARNING – Ensure home learning is developed to further learning in the event of children needing to isolate or localised closures. All children to have access to an appropriate device to ensure that technology is not a barrier to remote learning. Learning can be developed further this academic year and provide “live” teaching and feedback with the new platform Microsoft Teams.</p> |
| D. | <p>STAFFING – The teaching profile this academic year remains stable. Support from the leadership team will be required for the NQT+1 and Returning to work from maternity teachers.</p> <p>There will be uncertainty in the new academic year about further disruption to teaching and learning if a second wave of COVID occurs in the consequent terms. If bubbles shut or staff have to self-isolate then this could impact on classes and the quality of teaching if staff have to be re deployed. Staff shortages could also impact on the effectiveness of interventions and boosters.</p> |

Additional barriers - external

- A. ATTENDANCE** – During the school closures the attendance of year groups at school steadily grew until the school was at capacity, according to the GOvernment’s guidance. Attendance may prove problematic from September onwards and there will be further uncertainty about whether the academic year will be interrupted by COVID 19 again. This will have a disproportionate impact on disadvantaged families and the gap between the attendance of PP children and others will widen. The staggered starts for bubbles and intermittent absences will also cause further disruption to learning.
- B. MENTAL HEALTH AND WELL BEING** – Staff need to develop a greater understanding of children’s mental health needs in order to settle children back into the routines of school during a pandemic, when school will feel different with new routines and expectations. They will also need to be equipped to support children who have been affected adversely by closures and COVID 19.
School Leaders will need to be equipped to support staff whose well-being and mental health may be affected adversely by school closures and COVID19.
- C. SECOND WAVE OF COVID19** – Absence of pupils from school because of self-isolation, testing positive, bubble closures or unplanned school closure will cause further disruption to children’s learning.

STRATEGIES

The increased hours for a TA for 2020-2021

Cost: £3, 150

Where there are gaps in the achievement of any children, in particular our vulnerable children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. The Covid Catch-up Premium funding has been used to provide the school with extra hours to release highly skilled TAs, who will lead interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate. The Head teacher will regularly meet with these TAs to check the impact on the interventions they are leading across the school.

Item	Details	Cost (on top of the £2,175)	Impact
Switch on	A KS1 and Year 3/4 reading intervention	£1,270 (Switch On books)	Entry and exit data assessments show that all children are making above expected progress because of the support. 100% of all pupils who took part in Switch on made at least 2 book bands progress, this includes SEN pupils.

Inference	A KS2 reading intervention		Entry and exit data (TT/Rising Stars Assessments/SATs) show that all children are making above expected progress because of the support. Year 6 pupils are secondary ready at the end of July 2021. Class Teacher data and tracking shows that those children who took part in the inference intervention made at least good progress.
Phonics Booster groups	A KS1 intervention	£250 (resources to support intervention)	Entry and exit data assessments show that all children are making above expected progress because of the support. 95% of the Year 2 cohort passed the Phonics screening check that was held in Year 2 and not Year 1 due to the COVID pandemic.
	Total	£1,520	

STRATEGIES

1st Class @ number KS1 training

A year 1 and year 2 TA will be trained in this intervention from term 2.

1stClass@Number comes ready-made with detailed session guidance and extensive resources. A specially trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons.

The lessons focus on number and calculation, developing children’s mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children’s needs. The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, so that the Teaching Assistant is trained topic by topic.

Item	Details	Cost	Impact
1 st Class @ Number training	A Year 1 TA and a Year 2 TA will be trained from Term 2	£530	Entry and exit data assessments show that all children are making above expected progress because of the support (see below). All pupils who took part in the 1st Class @ Number and Becoming 1st Class @ Number interventions made good progress. Analysis of data showed that the children had made at least 33% increase in their progress scores.
Purchase of Sandwell Early Numeracy Test	Sandwell Test purchased to enable to the tracking of the impact of the intervention	£250	The Sandwell Early Numeracy Test assessments enable teachers to assess a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language. Raw scores will be calculated, the numeracy age equivalent and standard scores for the appropriate raw score will be calculated. This data will be tracked along with the qualitative responses.
Maths resources to support 1 st class @number intervention	Year 1 and 2 intervention	£250 (resources to support intervention)	Entry and exit data assessments show that all children are making above expected progress because of the support.
Total		£1030	

STRATEGIES

Key Stage 2 before/after school booster groups

Key Stage 2 TAs will be asked to lead booster groups either before or after school and this over-time payment will be funded by the Covid premium. Due to further lockdowns not all boosters were able to take place. Therefore a qualified and experienced teacher was used during terms 5 and 6. This teacher provided specific boosters to pupils in Years 3 – 6 as well as teach whole class sessions to allow the class teachers to provide boosters to their children. Data showed that all pupils made at least expected progress, with focus pupils making above expected progress.

Item	Details	Cost	Impact
Year 5 and 6 inference intervention using SATs style texts later on in the year.	Timetabled tuition for boosters and out of class interventions that includes before and after school targeted tutoring for key children.	Overtime @£15/hour £480	Entry and exit data (TT/Rising Stars Assessments/SATs) show that all children are making above expected progress because of the support. Year 6 pupils are secondary ready at the end of July 2021.
Year 5 and 6 arithmetic sessions??	Timetabled tuition for boosters and out of class interventions that includes before and after school targeted tutoring for key children.	Overtime @£15/hour £850	An arithmetic test will be used as a baseline and progress measured from there in the increase in % of answers correct
Year 3 and 4 reading booster groups	Timetabled tuition for boosters and out of class interventions that includes before and after school targeted tutoring for key children.	Overtime @£15/hour £1330	Entry and exit data (TT/Rising Stars Assessments) show that all children are making above expected progress because of the support.
Total		£2660	

STRATEGIES

NELI Training and intervention

The **Nuffield Early Language Intervention** is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.

Item	Details	Cost	Impact
Reception TA to be trained In the NELI programme.	An EYFS intervention	£600	Improved targeted children’s Oral Language and early Literacy skills. Entry and exit data will track progress with the aim of a 3 months+ gain in oral language skills. The TA trained in NELI was able to support pupils who had been identified by a Speech and Language as needing support, as well as providing a good role model of language to all pupils. The TA was able to focus in on specific areas of speech to support the children. Working in small groups for sustainable periods of time led to good progress being made by the focus pupils.
	Total	£600	