

## West Ashtead Primary School

### COVID-19 catch-up premium report

#### SUMMARY INFORMATION

Total number of pupils:	272	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget 20/21:	£21,760		

#### STRATEGY STATEMENT

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning we are predicting West Ashtead will be in receipt of £21,760 (272 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students ([Education Endowment Foundation](#)).

At West Ashtead, this money will be used in order to provide:

- curriculum resources and materials that support “catch up” and mental health of pupils.
- Additional CPD for support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- To ensure we have an accurate baseline of pupils learning gaps.

#### Barriers to learning

These have been identified through an in-depth analysis of our return to school assessment data, combined with our knowledge of children's experiences during lockdown and their levels of attainment when lockdown began. By using qualitative information, along with standardized assessment data, we have been able to identify the following priorities for this year which we believe our catch-up funding will partially contribute towards us achieving.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Prior to lockdown, writing attainment and progress has been a challenge within the school. Early indications suggest that for some children, motivation for, and quality of, writing has stalled.
B	To use Autumn term baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.
C	Our return to school assessment data indicates that we have a large proportion of children presenting with low levels of attainment with Spelling, Punctuation and Grammar

## ADDITIONAL BARRIERS

### External barriers:

D	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020
E	Parental support and engagement with remote learning is variable.

## 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?
Deployment of TAs within classroom	TA become an effective support for the teacher	New TA structure in place that requires a planned approach to TA deployment EEF TA deployment <a href="#">Making the best use of TAs Report</a> informed decisions on deployment	Feedback in TA/Staff meetings Observations by HT/DHT Performance Review process Time allowed for teacher to discuss planning with TA in order for TA to be prepared for lessons DHT to attend training on deployment of TAs	SLT	Half Termly
CPD for Teaching Assistants to improve support in class and delivery of interventions	Effective support in class and delivery of interventions throughout the school	CPD available through The National College membership Research conducted by EEF <a href="#">EEF Support Guide</a>	Weekly meeting to discuss training ensure accountability of TA staff Oversight of intervention by SENCo Outcomes of pupils within the intervention groups against baseline assessment.	SLT	Weekly at TA Meeting
Building on the employment of online platforms to support learning in school and at home	Fully integrate technology into all aspects of the curriculum	Increase Chrome books available to pupils including those isolating at home through the Surrey CC scheme  Classroom ipads in place for all classes	Implement this guidance through consulting with staff about what we can realistically provide and what training is required.  Monitor the effectiveness by joining remote learning lessons.	SLT	Monthly
Total budgeted cost:					£5,000
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?

NFER Assessments	To be used to identify gaps in children's learning and inform what interventions are put in place	Detailed assessment of children Used in conjunction with Target Tracker to verify teachers judgments Proven product to identify specific gaps in children's learning	All pupils show progress against initial diagnostic score Tests carried out termly to monitor progress Interventions adjusted to match finding of assessments	Head Teacher	Termly
National Tutoring Program	Close gaps in children learning with a focus on disadvantaged	Evidence provided through National Tutoring Program Reduced cost of this programme supported by DfE	All pupils show progress against initial diagnostic score Tests carried out termly to monitor progress Interventions adjusted to match finding of assessments	Head Teacher	Half Termly
Provide Chrome books/Ipads to Pupil Premium children within KS2 to enable them to access additional learning resources and to be able to present their work in an alternative way to writing – for example, the use of Lexia.	Increased access to online interventions. Children creating 'written' work of higher quality due to removing the barrier of writing and editing each time	Due to our budget constraints, we are limited in the number of TAs we have available to run interventions. Providing access to online resources and interventions so that children can work independently on targeted work will enable them to	By monitoring the effectiveness of the use of these laptops with class teachers. By moderating written work produced by these children to check that it is having a positive impact.	SENCO	Monthly
Total budgeted cost:					£10,000
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?
Improve children's behaviour	Responsive analysis of emerging trends or patterns	Evidence gathered via our CPOMS systems indicates behaviour at lunchtime causes issues in afternoon lessons.	Improved zoning in playground Embed staff training on Emotion Coaching and Restorative Approaches to Justice TA training on playground development in September 2021	C Meadows	Half Termly by SLT

Children's Mental Health	Children feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school.	<p>Observation of children involved in ELSA sessions.</p> <p>Feedback from ELSA/Parents/Children and teachers</p> <p>Elsa undertaking School Mental Health Champion with Place2be</p>	C Meadows	Ongoing
Total budgeted cost:				£6,760	