

COVID catch-up premium report: Old Bank Academy

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	148	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£11,840		

STRATEGY STATEMENT

Catch up priorities

- To meet SEMH, behaviour needs and ensure pastoral support for vulnerable pupils and their families
- To maximise the impact of high-quality teaching across school
- To ensure that remote education continues to be provided in some form and that it is of a high quality and aligns as closely as possible with in-school provision.

Core Approaches

- Senior leaders released to improve the quality of teaching & learning and outcomes for pupils
- To train staff to implement, embed and develop a new English scheme across school
- To employ tutors as part of the National Tuition Programme – English & Maths Intervention
- To adopt Nuffield Early Language Intervention in EYFS
- To set up google classrooms & provide laptops to families to allow for remote home learning opportunities for all pupils

Overall Aims

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

To ensure that SEMH needs are planned for to ensure that rapid progress is made by all children

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of English and Maths across school. Attainment and progress below national average (KS1 12% RWM & KS2 29% RWM – 2019 Data)
B	Phonics – below national average 53% (school) compared to 82% national average. Pupils in Year 1/2 at least one phase behind ARE.
C	High percentage of children with SEMH needs – 58% of children compared to 13% national average

ADDITIONAL BARRIERS

External barriers:

D	Home learning environments are not conducive to effective learning- anti social behaviour – leading to an increased number of fixed term exclusions
E	Lack of opportunity for remote learning at home due to insufficient computing resources
F	Low- socio economic background: High percentage of pupil premium 46.6%(school) compared to national average 17.3%

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?
<p>To improve teaching and learning across school to ensure that teaching is consistently good</p> <ul style="list-style-type: none"> • <i>Observe and feedback to teachers</i> • <i>Plan and support teachers to improve practice</i> • <i>To facilitate peer observations and discussions around practice</i> • <i>To facilitate timely SLT and whole school action planning/ intervention with Headteacher</i> 	<ul style="list-style-type: none"> • Children receive QFT across UKS1 & KS2- outcomes improve • QFT is evident in the progress children make in Reading, Writing and Maths • Observations show QFT being used to address gaps in knowledge & skills due to COVID19 closures 	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year.</i></p> <p>EEF Supporting Planning 2020</p>	<p>Assistant Headteacher released to work and facilitate improvement alongside Headteacher- regular feedback meetings and actions from observations will come from this</p> <ul style="list-style-type: none"> • <i>Lesson observations- Spring</i> • <i>Workbook scrutinies</i> • <i>Learning walks</i> • <i>Attainment outcomes</i> 	<p>Amy Taylor Judy Wood</p>	<p>December 20</p>
<p>To accurately identify, assess and cater for SEND needs within the classroom</p> <ul style="list-style-type: none"> • <i>Meet and update MSP with teaching staff</i> • <i>Observe SEN children within lessons</i> • <i>Plan appropriate intervention/provision alongside teachers</i> 	<ul style="list-style-type: none"> • SEND children are supported with gaps in their learning through carefully planned support plans • Individual children are able to revisit work in a timely manner whilst needs are addressed • In Early Years children are assessed and early support referrals made if necessary 	<p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</i></p> <p><i>Schools should ensure all pupils can access the best possible teaching.</i></p> <p>EEF Special educational Needs in Mainstream Schools</p>	<p>Assistant Headteacher released to work and facilitate improvement alongside Headteacher- regular feedback meetings and actions from observations will come from this</p> <ul style="list-style-type: none"> • <i>Lesson observations- Spring</i> • <i>Workbook scrutinies</i> • <i>Learning walks</i> • <i>Attainment outcomes</i> 	<p>Amy Taylor Judy Wood</p>	<p>December 20</p>

<p>To purchase, train, implement & deliver the Read to Write English Scheme across school – ensuring delivery is consistent & planning is good</p>	<ul style="list-style-type: none"> • QFT of English is evident in lesson observations and workbook scrutinies • Teacher CPD is well managed and gaps in teaching are addressed by SLT • As a result of a well-planned English scheme children make progress in reading and writing – gaps are filled through summative unit assessment 	<p><i>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular</i> EEF Supporting Planning 2020</p>	<p>English Lead to monitor</p> <p>Staff training – review / observations</p> <p>Staff CPD is purposeful and impact can be measured through workbook scrutinies/learning walks</p>	<p>Sophie Riley Judy Wood</p>	<p>Spring 2021 (Feb-½ term implementation)</p>
Total budgeted cost:					£5454.00
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>EYFS To implement Nuffield Early Language Intervention in Reception class- Jan 2020</p>	<ul style="list-style-type: none"> • Improve the language skills of pupils in EYFS – including vocabulary and grammar • Increased language skills and progress by +3 months • Enable pupils to achieve ELG by helping to overcome language & communication barriers 	<p><i>Oral language skills form a crucial foundation for thinking, learning and social interaction. Children's oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing. The Reception Nuffield Early Language Intervention Programme (NELI), through several robust EEF trials, has been shown to improve children's oral language and early literacy skills. A recent trial of the programme found that children made on average +3 months of additional progress compared to children in the comparison group.</i></p>	<p>Guidance from NELI tutors/staff training</p> <p>Observations by SLT</p> <p>Data- baseline in and out of intervention</p> <p>Meetings with EYFS lead to monitor progress & impact</p>	<p>Aimee Garrick Sophie Riley</p>	<p>April 2021</p>

<p>Maths KS1 To use Numbots as a tool to address gaps in mathematical knowledge/basic skills at Yr1/2</p>	<ul style="list-style-type: none"> • Basic number skills will improve as pupils misconceptions are targeted through questioning (teacher led on app) • Pupils recall and understanding of number bonds is significantly improved • Remote education is supported through pupil's ability to access Numbots at home through online app 	<p><i>NumBots would develop a robust understanding of mathematical concepts, strengthened by automatic recall of the basics – a true “teaching for mastery” approach.</i></p> <p><i>Where interventions are necessary, schools should use structured interventions</i></p> <p>EEF: A tiered Approach 2020</p>	<p>Analysis of pupil progress using online platform- to show impact of intervention/app</p> <p>Data- to show gap diminishing & basic skills are improved</p> <p>SLT observations & feedback</p>	<p>Lauren Hickey Judy Wood</p>	<p>Dec 2020</p>
<p>Maths KS2 To provide support from NTP- White Rose Maths- targeted at children working below ARE/Nat av</p>	<ul style="list-style-type: none"> • White Rose tuition is used effectively alongside teaching & learning in class- ensuring that pupil/teacher/tutor relationship feeds into improved outcomes & attainment in mathematics • Attainment at the end of KS2 shows an improvement 	<p><i>Tutoring has been shown to be particularly effective for subjects like reading and mathematics.</i></p> <p><i>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</i></p> <p><i>Tuition delivered by qualified teachers is likely to have the highest impact</i></p> <p>EEF Supporting Planning 2020</p>	<p>Analysis of pupil progress using online platform- to show impact of intervention/app</p> <p>Data- to show gap diminishing & basic skills are improved</p> <p>SLT observations & feedback</p>	<p>Lauren Hickey Judy Wood</p>	<p>Dec 2020</p>

<p>Reading KS1 & LKS2 To offer targeted reading tuition through FFT National Tutoring Programme intervention: Lightening Squad Reading to identified pupils working below ARE in Reading in Yr1-Yr4</p>	<ul style="list-style-type: none"> • Pupils identified will increase their attainment in reading by 3-5 months • Teachers will have the opportunity to analyse baseline assessment data and plug gaps in wider lessons • Teaching assistants trained alongside tutors to become 'experts' to continue to plug gaps (additional staff member in Yr1/2-support with LS and additional phonics support) 	<p><i>Most pupils spend 12 weeks working on the tutoring programme to catch-up their reading skills, with daily 30-minute tutoring sessions in school (4 pupils working with a tutor). Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</i> FFT: NTP 2020</p>	<p>Guidance from Lightening Squad tutors/staff training</p> <p>Observations by SLT</p> <p>Data- baseline in and out of intervention</p> <p>Meetings with tutor/teachers to monitor progress & impact</p>	<p>LS Tutor Judy Wood</p>	<p>April 2021</p>
<p>Reading UKS2 To offer Rapid Reading intervention to targeted children working below ARE</p>	<ul style="list-style-type: none"> • Teaching assistants to plug gaps in reading- in particular to have an impact on pupils ability to access & understand reading comprehension • Reading attainment & progress is made at 'more than twice the normal rate' 	<p><i>An independent study by the National Foundation for Educational Research (NFER) told us that children using Rapid Reading make more than twice the normal rate of progress in reading.</i> Pearson 2019</p>	<p>Observations by SLT</p> <p>Data- baseline in and out of intervention</p> <p>Meetings with TA and SLT to monitor progress & impact</p>	<p>Amy Taylor</p>	<p>February 2021</p>
Total budgeted cost:					<p>£5000.00 (TBC)</p>
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?

<p>To provide children with SEMH needs targeted support to enable them to manage their behaviour & be ready to engage with learning</p>	<ul style="list-style-type: none"> • Teachers supported by SENCO to support pupils with SEMH needs identified • Reduction in behaviour incidents- children ready to learn • Parents work with school to ensure pupils are supported e.g. on time • Successful implementation of restorative behaviour practices • Appropriate support in place from external agencies • THRIVE practitioner licenses are obtained by staff for 2020/21- to support children with SEMH needs 	<p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p> <p>EEF: Social & Emotional Learning in Primary Schools- 5 Steps</p> <p><i>Teachers can provide the conditions for learning behaviour to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.</i></p> <p>EEF: Improving Behaviour in Schools</p>	<p>SENCO observations</p> <p>Teacher/SENCO meetings- MSP in place and reviewed regularly</p> <p>External agency feedback and recommendations re-impact</p>	<p>Amy Taylor Judy Wood</p>	<p>Spring 2021</p>
<p>To provide children with access to remote learning to ensure purposeful & effective learning can take place at home</p>	<ul style="list-style-type: none"> • Google Classroom is used as a platform for remote learning by staff, parents & children effectively • Laptops are provided to families where there is a need • Pastoral support available to parents daily/ support with remote learning and tasks 	<p><i>Ensuring access to technology is key, particularly for disadvantaged pupils</i></p> <p><i>Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for the academic year ahead. A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged pupils in the year ahead.</i></p> <p>EEF: A Tiered Approach 2020</p>	<p>Remote learning staff meetings</p> <p>Ongoing training and support from IMPACT IT</p> <p>SLT observations of Google classroom/pupil work to monitor impact</p>	<p>Lauren Hickey Judy Wood</p>	<p>Dec 20</p>
<p>Total budgeted cost:</p>					<p>£1000.00</p>