

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	355	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,400		

STRATEGY STATEMENT
<p>Covid -19 has caused unprecedented disruption to our children's education. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. We are confident at Reffley Academy, we have the professional knowledge and expertise to ensure that children recover and get back on track. The government has announced £1billion of funding to support children to catch-up. This includes a one-off universal £650 million catch-up premium for 2020/21 to ensure that schools have the support they need to help all pupils make up for the lost teaching time.</p> <p>Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the EEF (Education Endowment Foundation) to ensure the additional funding is directed in the most effective way. Approaches taken by the school are driven by our detailed knowledge of the children's current attainment and will draw upon evidence-based approaches that are proven to have a positive impact on closing gaps.</p> <p>Our overall aims of our catch-up strategy is to</p> <ul style="list-style-type: none"> • To reduce the attainment gap between our disadvantaged pupils and their peers. • To raise attainment of all pupils to close the gap created by Covid-19 closures. • To ensure children's mental and physical health is nurtured. <p>Our Catch-Up programme will support children in the following ways:</p> <p>Teaching and whole school strategies</p> <p>1) Supporting high quality teaching. High quality teaching is the most effective way of supporting pupils to achieve the highest possible outcomes. During the first lockdown we spent time looking at all our curriculum areas to identify missed learning and plan how it could be incorporated into the next unit. Most curriculum subjects have had a covid addendum added to them to ensure knowledge and skills remain our focus.</p> <p>2) Pupil assessment and feedback. Assessments have been used to identify particular areas where pupils have forgotten or misunderstood key concepts; this is to ensure that new material being covered builds on secure foundations. These assessments have also been used to identify pupils who would benefit from additional catch-up support. During all teaching, providing pupils with high-quality feedback, building on accurate assessment, will ensure catch-up and improve outcomes.</p> <p>Targeted Support</p> <p>1)1:1 and small group tuition. As a school we have identified key children and using assessment data have set up small intervention groups.</p> <p>2) Intervention programmes. We are taking part in the Nuffield language intervention programme,, project x reading intervention and Pixl therapies to ensure we target all the children who have been affected by the loss of learning time.</p> <p>Wider strategies</p> <p>Supporting parents and carers. The pastoral lead and trust family support advisor provides regular and supportive communications with parents, especially to increase attendance and engagement with learning. They also lead on ensuring that food vouchers and support are given to the families most in need during school holidays.</p> <p>Access to technology. To support learning, technology is more important than ever, especially in the event of lockdowns or isolation. Staff have been trained in using Teams in the event of remote teaching and communication with parents has been established through Class Dojo.</p>

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in knowledge due to school closure during first lockdown.
B	Inconsistent engagement in remote learning from some families.
C	Key building blocks of learning could not be embedded.
ADDITIONAL BARRIERS	
External barriers:	
D	Families who have needed more support due to mental health pressures related to Covid-19.
E	Pupil premium children attendance is poor.
F	Changes in financial circumstances have moved more families into poverty.

Planned expenditure for current academic year

We have looked at the DFE's Catch-up premium guidance and EEF's Covid-19 support guide for schools to recognise good practice.

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?
To evaluate curriculum and ensure provision contains Covid-19 addendums.	<p>Ensure designed Covid curriculum meets the needs of our children.</p> <p>Progression documents are used to ensure our curriculum is progressive and builds on previous learning.</p> <p>Assessment in all curriculum areas is updated to ensure transition across year groups.</p> <p>All staff can discuss changes and rationale behind them.</p>	<p>EEF Covid 19 support guide highlights the importance of quality first teaching.</p> <p>Our curriculum has been designed specifically for our children and so we need to evaluate what gaps there will be and then identify when and where changes need to be made.</p>	<p>Monitoring of teaching and learning across the school.</p> <p>Conversation with children to discuss their learning.</p> <p>Curriculum teams will be able to discuss intent , implementation and impact to ensure</p>	Curriculum teams led by their SLT member	<p>Autumn 2020</p> <p>Spring 2021</p> <p>Summer 2021</p>

To ensure accurate assessments are used to identify key children.	Ensure gaps in children's knowledge are pinpointed precisely.	Evidence suggests using assessments ensure rapid progress- constantly moving children learning forward.	Pixl tracking data Gap analysis Monitoring activities	Key stage leads	Autumn 2020 Spring 2021 Summer 2021
Total budgeted cost:					Already part of school budget. Time needed
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?
To ensure all adults have access to technology to provide targeted intervention.	All adults can continue with targeted groups, in school or virtually as needed,	EEF report states effective intervention in better in small groups. As a school we know intervention has ensured children make good progress.	Use of assessment data Interventions overseen by teachers and key stage lead will ensure provision at least good. Use of peer modelling to share good practice.	HF	Autumn 2020 Spring 2021 Summer 2021
To purchase ICT equipment to ensure children can access Pixl therapies	Children to access Pixl therapies based on gap analysis. Gap analysis to show narrowing of the gaps in learning Upward trends of data	Effective intervention is tailored to meet specific children's needs. Ensure next steps are based on prior knowledge	Monitoring of assessment data. Pupil and parent voice activities Narrowing of gaps in	HF	Autumn 2020 Spring 2021 Summer 2021
To target year 2 children to ensure phonics gap is narrowed	Teacher to teach class to release class teacher to carry out phonics intervention. Improved phonics score outcomes Rapid phonics knowledge gained to ensure children can access year 2 curriculum.	We value reading as a school and know it is a key block to build other learning on. Intervention is best when carried out by a qualified teacher who knows the children.	Monitoring of phonics data. Phonics assessments will show scores increasing. Percentage of year 2 children passing the phonics check they missed in year 1.	FP- key stage 1 leader	Autumn 2020 Spring 2021 Summer 2021

To use qualified teacher to target children to ensure rapid progress is made	Children identified being a significant concern due to assessment receive group / 1:1 targeted intervention. Identify key children Plan learning required from assessment. Implement interventions	Intervention is best when carried out by a qualified teacher.	Monitoring of data for children receiving interventions	Key stage leads	Summer 2021
To participate in Nuffield language programme.	Reception to access training and implement Nuffield language early intervention programme for identified children.	Key principle for reception children to flourish is language development. Language can unlock further learning	Monitoring of data for children receiving interventions	SP- EYFS lead	Summer 2021
Total budgeted cost:					ICT £20,000 Year 2 intervention £2628 Additional teacher £5772 Total 28,400
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 support families who have found covid difficult.</p>	<p>To ensure families are accessing support as needed.</p> <p>Improved attendance for children.</p> <p>Use of family interventions to ensure families are more independent and have the skills to thrive.</p> <p>Ensure families physical needs are met.</p> <p>Families are signposted to outside agencies if pastoral support or family support worker cannot meet their needs.</p>	<p>Research has shown the child needs to be at the center and all involved parties need to work together.</p> <p>Previous experience of families who have thrived after support offered from pastoral support and family support worker.</p>	<p>Monitoring at inclusion meetings.</p> <p>Number of families on FSP's is it declining and what progress are they making towards their targets.</p>	<p>CH and DP</p>	<p>Every 6 weeks during inclusion meetings.</p>
<p>To ensure all children have access to appropriate technology.</p>	<p>All children will be able to access online learning if school closes a bubble.</p> <p>Use devices appropriately.</p> <p>Investigate all ways to access technology to ensure all children have access.</p>	<p>Research has shown children need to access learning to fulfill their potential.</p>	<p>Parent questionnaires</p> <p>Communication between parents/ teachers.</p> <p>Follow up phone calls.</p> <p>Monitoring of engagement.</p> <p>Pastoral support and family support worker feedback</p>	<p>HF</p>	<p>Ongoing, review during lockdowns/ bubble closures.</p>
<p>Total budgeted cost:</p>					<p>Not needed , already part of school budget.</p>