



Covid catch-up premium Spend Report 2020-2021

School Name	Walton Oak Primary School
Pupils in school (R-6)	430 (YR-Y6)
Catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,840
Academic year or years covered by statement	Forecasted spend for 2020-2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	Dan Sonley
Catch-up premium lead	Dan Sonley

What is Covid catch-up premium funding?

The government has announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). 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.

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

This funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

- The first payment was made at the beginning of the 2020-21 academic year.
- A second grant payment will be made in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used to determine the amount granted. This second grant payment will also take account of the initial part payment made in autumn 2020.
- A third payment will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Use of funding

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.



Our catch-up premium strategy

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- To ensure the mental health needs of pupils are met and supported

Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

We have identified the following barriers:

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy, particularly reading (fluency, comprehension and stamina). Enforced school closures compromised accuracy of 2019-2020 end of year assessments. Autumn 2020 assessments indicate lower attainment when compared to previous year outcomes
B	Low attainment in maths, particularly among PP group. Enforced school closures compromised accuracy of 2019-2020 end of year assessments. Autumn 2020 assessments indicate lower attainment when compared to previous year outcomes
C	Knowledge gaps are evident and vary greatly due to the inequality of remote learning experiences during school closures. The level of differentiation required to address this has, therefore, increased.
D	A widening of the word gap, where exposure to high quality conversation has been limited due to school closures. Those with EAL have also had reduced exposure to spoken English during this time.

ADDITIONAL BARRIERS	
External barriers:	
E	Reduced attendance due to self-isolation and/or COVID-19 related school closures. Current lost learning and risk of exaggerated impact should attendance issues continue.
F	Pupil mental health and wellbeing linked to adverse childhood experiences have become more pervasive under lockdown conditions
G	Limited social and/or emotional development as a result of reduced social interaction. Difficulties in unstructured times, sharing, feeling confident in school.
H	Restricted access to online devices, used considerably to engage in remote learning activity.



Planned expenditure for current academic year 2020-21

The table below demonstrates how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
A, C, D	Expose all children to high quality texts, vocabulary and questioning - Reading Eggs registration (Rec & Y1)	Accelerated development of critical reading and phonics skills, encouraging reading for pleasure	Programme built to develop: Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Progress made through Target Tracker steps. Analysis of NFER termly test outcomes
A, C, D	Expose all children to high quality texts, vocabulary and questioning - Accelerated Reader registration (Y2-6)	Accelerated development of critical reading and skills, encouraging reading for pleasure but adding frequent retrieval practice.	National Literacy Trust study – Pupils using AR more likely to read for pleasure, enjoy reading and read more books.	Progress made through Target Tracker steps. Analysis of NFER termly test outcomes. AR analysis of progress data – quiz results etc.
A - D	Participation in research on impact of COVID-19 school closures - NFER	Support in identification of pupils most impacted by school closures	Detailed analysis provided (Cohort size of 6000 pupils)	Evaluate progress of targeted WO pupils compared to that of others participating in project.
F	Staff training on Pupil mental health issues	Improve awareness and understanding around issues such as pupil anxiety, depression, suicidal ideation and self-harm.	Recognition that lockdown will have increased the number of adverse childhood experiences.	Staff recognising concerns and interacting with pupils appropriately – seeking support and logging concerns. Reduction in playground incidents. Increased focus and engagement in learning.
A-D	High quality assessment and feedback	All teachers hold a sound understanding of existing learning gaps and these are used to inform assessments	The school has identified gaps in knowledge and skills.	Accelerated pupil progress
Total budgeted cost:				£2,150



TARGETED SUPPORT

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
B, C	One-to-one maths tuition (Y3 – Y6). Identification of and focus on key concepts and identified knowledge gaps.	Accelerated progress from post lockdown baseline	EEF family of schools database indicates very low outcomes in maths for PP cohort	NFER termly testing. Teacher assessment and progress tracking
A, D	Nuffield Early Language intervention	3 additional months progress in language	5 out of 5 on the EEF padlock scale. Importance of 'word gap' closure.	Pre and post intervention screening
A, C, D	One-to-one reading tuition (Y1-Y2) Key vocabulary reviewed and used. Increased retrieval practice.	Accelerated reading progress from post lockdown baseline.	Gaps in knowledge identified. Opportunity to cement phonics knowledge, develop fluency, word recognition and enjoyment of reading	NFER termly testing. Teacher assessment and progress tracking. Disadvantage gap narrowed.
H	Providing Chromebooks – ensuring all pupils are able to access remote learning.	All pupils have access to remote learning if unable to attend school.	Families without access to internet or appropriate devices have been identified.	Register of engagement in online learning and live registrations. Evidence of positive engagement on return to school
A, D	Daily reading intervention	Pupils make accelerated progress in reading – vocabulary, fluency comprehension and inference.	Those pupils who have not made expected progress in reading / had limited engagement in remote learning activities have been identified by the school.	Pupils make accelerated progress in reading – book bands / NFER termly tests. Children report reading for pleasure.
Total budgeted cost:				£30,340



OTHER APPROACHES				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
E	Additional Home/School link workers support for parents and families	Full attendance for vulnerable families.	Ongoing encouragement and support to attend school. Routine contributing to increased focus and engagement	Good levels of attendance (above nat. average). Low numbers of persistent absentees.
G	Targeted pupil sessions with Nurture Leader	All children supported appropriately – pupils ready for learning and emotionally resilient.	Additional need identified to support pupils on return following extended period of lockdown. Ongoing encouragement, support and opportunities for social development	Intervention records demonstrate progress. Pupils make good progress with learning across the curriculum.
Total budgeted cost:				£1,350

QUALITY OF TEACHING FOR ALL	Whole School Initiatives	£2,150
TARGETED SUPPORT	Interventions, Group Tuition, 1:1 support	£30,340
OTHER APPROACHES	Behaviour Approaches, Mental Health and Social/ Emotional support.	£1,350
Total budgeted cost:		£33,840

