

COVID-19 catch up premium strategy 2020-21

Name of school: Kenley Primary School

What catch-up funding is for:

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication	Nov 2020	Review dates	June 2020		
Total number of pupils:	187	Total catch-up premium budget	£14880		
Disadvantaged pupils (%)	25%	Pupils with EHC plans (%)	2%	Pupils on SEND support (%)	11%

Barriers to learning and achievement

Academic barriers	
1.	Prior attainment – pupils had been identified for additional support according to prior attainment at the end of the academic year 2018/2019. Interventions were in place for the children including PiXL, reading support, Spelling box intervention and Lexia. Progress was being monitored from end of year and prior key stage starting points. Due to COVID-19 closure in March this support could not continue.
2.	SEN – pupils identified as SEN were unable to access in school support due to COVID-19 closure.
3.	EAL – pupils with English as an additional language were unable to access support in school, those whose home language was not English had further barriers to learning due to English not being spoken at home.

Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Attendance – both due to COVID-19 lockdown and due to periods of self-isolation from September 2020
2.	Access and engagement to home learning. During the closure all parents were invited to join the online learning platform although some did not engage with this. Parents were also offered paper copies where there was no or limited internet access. Some families were limited in their engagement due to being reliant on shared devices.
3.	Ability and understanding of parents to support learning at home due to work commitments or their own academic understanding.
4.	Pupil wellbeing – some families and children struggled to engage with the home learning due to lack of school structure, family dynamics and personal circumstances which affected mental health. Further support and adjustments have been required to re-integrate children back into school including supporting self-esteem and building confidence as well as re-establishing the structure and expectations of education.

Catch-up premium strategy statement

Kenley Primary school is a small, one-form entry primary school in the London Borough of Croydon. It has a mixed intake of pupils from a range of socioeconomic and ethnic backgrounds. From a survey conducted in September 202 most families had access to technology during the COVID-19 closure but many of the pupils shared devices with siblings or parents. Parents were generally positive about the home learning offer, which was modified in April 2020 due to feedback from parents.

Catch-up premium priorities are supporting pupils who need additional intervention in order to reach their potential. This will include supporting pupils currently identified as working below expected but whose prior attainment is at expected and who have the potential to reach expected levels by the end of the current academic year. It will also include pupils who are identified as high attainers but have gaps in their knowledge which may prevent them attaining at the higher levels. Pupils who have been identified as having additional needs and who have not had access to interventions in the lockdown – especially those in upper key stage 2 who will be making the transition to secondary school within the next 3 years will also be a priority. Interventions will also include well-being support for those pupils who have low self-esteem and whose need support to boost confidence in order to fully access the curriculum.

The key approach to implementing the strategy begins with class teachers and teaching assistants working together to identify individual need and whether this need is related to missed learning, lack of conceptual understanding or wellbeing. This will then enable staff to provide support in small group or individual sessions which are tailored to the needs of the child. Class strategies which can support all children to address gaps in their learning or understanding due to the COVID-19 closure are also a key factor and will be addressed with quality first teaching by consistent staff and with appropriate classroom support using NCTEM small steps, White Rose Maths, Power maths and PiXL strategies.

The actions taken will address lost learning by using knowledge from summative assessments to address misconceptions and provide interventions which are targeted to individual needs.

The effects of the expenditure will be measured through formative assessment in Spring and Summer assessment cycles and end of year teacher assessments.

How the school intends to use the catch-up premium						
Quality first teaching						
Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
Ensure quality first teaching addresses the gaps in knowledge due to Covid-19 lockdown period	Use of PiXL resources to support teaching	Progress evident from Autumn term starting points. Observed in Spring term observations and through pupil voice.	July Data review 2021	HT DHT	March data review 2021	
Small steps to support missed learning used in conjunction with WRM reasoning to ensure full understanding of topic areas.	NCTEM and White Rose Maths to support teaching.	Progress evident from Autumn term starting points. Pupils who need small steps are identified and resources used to support quality first teaching.	July Data review 2021	HT	March data review 2021	£199
Targeted academic support and intervention						
Pupils with SEN are making small progress towards goals identified on SEN passports.	Small Steps intervention groups	Progress evident from Autumn term starting points. Pupils who need small steps are identified and resources used in 1:1 or 1:2 sessions.	March Data review 2021	HT SENCO	SEN passport review Spring term	£3697.20

EYFS pupils improve early language acquisition	Nuffield Early Language intervention	<p>Training has taken place for TA and Teacher.</p> <p>Intervention groups in place for those identified as needing additional language support.</p> <p>Progress from baseline in Communication and language and Literacy (ELG01, 02, 03, 09, 10)</p>	July Data review 2021	HT Reception Teacher	March data review 2021	
Pupils have additional support to reach age related expectations or to meet requirements for greater depth.	Small Group tutoring – extra curricula	<p>Using Horsforth Quadrant Key marginal pupils identified for 10 week program of catch-up support. Pupils identified according to needs either in maths, phonics, reading or writing.</p> <p>Three 10 week support programs run through the year with Summer term targeted at pupils who have potential to reach greater depth.</p>	July Data review 2021	HT Class Teachers	March Data review	£7360.56
Wider strategies						
Whole class wellbeing support to address concerns around themselves and their wider community including family and friends, building an understanding of how they can overcome their anxieties.	PiXL wellbeing Resources	<p>PiXL resources used to support wellbeing activities as part of the PSHE learning in the classroom.</p> <p>Reduced incidents of poor behavior observed on the playground.</p> <p>Increased perseverance observed with tasks in the classroom.</p>	July Data review 2021	HT DHT SENCO Class teachers	March Data review 2021	

Pupils whose barriers to learning stem from wellbeing concerns to have targeted support to build confidence and self-esteem	B3 Empowerment sessions	Using staff knowledge of pupils, pupils identified from years 4, 5 and 6 who have low confidence and self-esteem. 8 week program focusing on wellbeing, confidence, self-esteem and aspirations. Increased levels of confidence and perseverance observed both in the classroom and in relationships with peers and staff.	April Data review 2021	HT B3 teacher	February 2021	£3037.50
Total expenditure:						£14294.26

Review of strategy:	
Date	Impact of actions taken