

Northwick Manor Primary School COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	642	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£51360		

STRATEGY STATEMENT

At Northwick Manor Primary School, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

“Children from disadvantaged backgrounds are likely to have been affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it likely that some forms of support will be particularly beneficial to disadvantaged.”
(Covid-19 Support Guide for Schools – June 2020)

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. Many of the additional interventions are often personalised.

Our school priorities for use of catch-up premium are: -

- Increase opportunities for pupils to be working within greater depth in writing and mathematics
- Accelerate attainment in early reading and reading comprehension
- Improve fine and gross motor skills in EYFS
- Target pupils with low self-esteem and poorer mental health

The core approaches we are implementing are: -

- Recruit an additional teacher and teaching assistants to support the delivery of additional intervention programmes
- Use a trained counsellor to support emotional wellbeing as pupils return to school
- Use remote learning to provide additional learning opportunities

The overall aims of the catch-up premium are: -

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Teaching

Quality First Teaching is the most important lever schools have to improve outcomes.

Targeted Academic Support

There is extensive evidence supporting the impact of high quality one-to-one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupil's well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Therefore, all pupils will have undertaken a baseline assessment and well-being survey upon return to school.

Wider Support

Schools have provided pastoral and academic support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	○ All pupils, but especially pupils in upper KS2 have fallen behind in writing. This has mostly affected those pupils who based on prior attainment had the potential to work at greater depth
B	○ Gaps in early reading/ phonics created by COVID-19 school closures for some pupils in EYFS/ Yr. 1 and poor fluency in targeted pupils in Yrs. 3 and 4 has limited their access to the curriculum.
C	○ Gaps in reading comprehension created by COVID-19 school closures has mostly affected those pupils who based on prior attainment had the potential to work at greater depth

ADDITIONAL BARRIERS

External barriers:

D	<ul style="list-style-type: none"> ○ Pupils in EYFS have poor gross and fine motor control.
E	<ul style="list-style-type: none"> ○ Pupils have low self-esteem and poorer mental health due, in part, to school closures.
F	<ul style="list-style-type: none"> ○ Lack of parental involvement has resulted in some PP pupils not always engaging in remote learning.

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	Review July 2021
<p>Recruit a qualified teacher between 1pm and 4pm daily to deliver the following:</p> <p>Writing intervention groups in Years 5 and 6</p> <p>(Rotational delivery so that pupils identified do not miss the same Foundation subject weekly)</p> <p>Booster mathematics sessions 3-4pm daily; 3 x weekly Y6; 2 x weekly Year 5</p>	<p>Accelerate progress for Y6 and Y5 pupils in mathematics and writing who were on track for GD and whose Covid baseline demonstrates that they are not currently; accelerate the progress of those who have the potential to attain GD in mathematics and writing</p>	<p>SI priority 2020-21:</p> <p><i>To increase the percentage of pupils who attain ARE and GD in mathematics so that:</i></p> <ul style="list-style-type: none"> • <i>the percentage of pupils who make better than expected progress is well above national</i> • <i>the percentage of pupils who attain combined RWM at ARE and at GD is well above the national average (i.e. 80%+ and 35%+).</i> <p>Current trajectory: Year 6 (GD): Reading: 54.5% Writing: 38.6% Mathematics: 45.5% Combined GDRWM: 29.5%</p>	<p>Learning Walks, Work scrutiny and Pupil interview termly</p> <p>Pupils in Years 5 and 6 make better than expected progress in mathematics and writing and progress measures in these core subjects place school in the top 20% of schools nationally: Mathematics: 1.6-3.8 Writing: 1.5-3.2</p> <p>The percentage of pupils attaining GD combined RWM in Year 6 is <41% (5 additional pupils in mathematics; 5 additional pupils in writing)</p>	<p>HT AHT for teaching and Learning Year group leaders</p>	<p>Teacher appointed in December 2020; (who was advised to shield) provided invasion games/fitness activities twice weekly remotely for all school at age appropriate stages to support all teachers. This focused on pupil's mental health and well-being as well as physical fitness.</p> <p>Some pupils were targeted for writing intervention and received remote learning support – phone calls/Teams support lessons and activities with TAs.</p> <p>When lockdown restrictions were lifted, the recruited teacher was utilised in a different role which enabled the class teachers to be released on a regular basis to focus on identified groups of learners whilst the recruited teacher taught the remaining children in that class.</p>

		<p>Numbers of pupils on track for 2/3 combined and therefore can be targeted: Mathematics: 10 pupils Writing: 11 pupils</p> <p>Year 5: Reading: 53.3% Writing: 37.8% Mathematics: 50% Combined GDRWM: 34.4%%</p> <p>Numbers of pupils on track for 2/3 combined and therefore can be targeted: Mathematics: 6 pupils Writing: 11 pupils (more to be added)</p>			<p>Booster Maths sessions were well attended by targeted groups of learners in Yrs. 5 and 6.</p> <p>Yr. 6 End of year data shows the percentage of pupils who were judged to have attained: GD Maths 38.2% GD Writing 34.8% RWM at ARE+ was 67.4% and RWM at GD was 23.6%</p> <p>Yr. 5 End of year data shows the percentage of pupils who were judged to have attained: GD Maths 42.7% GD Writing 36% RWM at ARE+ was 78.7% and RWM at GD was 29.2%</p>
Total budgeted cost:					4 hours daily 1-4pm + preparation Worked on 4/10 of MS4 salary: £12,483
<p>Recruit additional TAs (x2 x 1 already recruited and within staffing plan)) support in EYFS and Year 1 to focus on phonics development</p> <p>EYFS Class teachers to provide additional top-up phonics video sessions (Refresher Saturday – recap phonic sounds of the week)</p>	Accelerate progress in phonics/early reading for identified pupils across EYFS/KS1 and targeted pupils in Years 3 and 4	<p>SI Priority: <i>To ensure that teaching and learning of synthetic phonics is consistently strong across EYFS and KS1 so that:</i></p> <ul style="list-style-type: none"> <i>the percentage of pupils who attain expected levels or who exceed expected levels in CL and reading at the end of EYFS is well above national figures (+10%)</i> <i>the percentage of pupils who attain the expected standard in the Phonics test at the end of Year 1 is well above national figures (>95%)</i> 	<p>The percentage of pupils attaining EXS (2+) in R and CL at the end of EYFS 2021 is < 85%</p> <p>The percentage of pupils in Year 1 attaining 32+ in the 2021 phonics screening test is <93%</p> <p>The percentage of pupils in Year 2 attaining 32+ in the autumn term 2020 phonics screening test is <95%</p> <p>The percentage of pupils in Year 3 attaining 32+ in the autumn term 2020 phonics</p>	HT AHT for teaching and Learning Year group leaders	<p>Due to staffing issues (4 members of staff on long-term sickness in EYFS) the additional TA to support in EYFS and Yr. 1 was difficult to achieve. However, for 2021-22 additional adults have been recruited for EYFS to provide at least 8 adults.</p> <p>89.4% attained (2+) EXS at the end of EYFS in CI and 70.6% attained (2+) EXS at the end of EYFS</p>

<p>See above activity</p> <p>English lead to target pupils in Years 2, 3 and 4 through quality CPD for parents (compulsory small group attendance via Teams) and workbooks to be completed at home</p> <p>Reading Refresher 10-week programme in school through Rapid Reading</p>		<p>Identified pupils in EYFS (14 pupils) who need additional intervention and support with early synthetic phonics (and PSED). CL and R baseline much lower than previous years because of nurseries and pre-school settings being in lockdown.</p> <p>Identified pupils in Year 1 (3 pupils) who need additional intervention and support with decoding/reading strategies. This group is fluid and it may change following additional assessment and the December phonics benchmark test.</p> <p>Covid Baseline percentage for Year 2 pupils attaining 32+ in the 2018 phonics screening test was 72%. Target trajectory for December 2020 is 95% (77/81 pupils)</p> <p>Covid baseline percentage for Year 3 pupils attaining 32+ in the 2018 phonics screening retakes was 38% (3/8 pupils)</p> <p>Covid baseline percentage for Year 3 pupils who attained <33>35 during their Year 1 test (2019) in the 2018 phonics screening retakes was 38% (3/8). This suggests with this group that their phonic knowledge was not fully embedded and they have hovered between WTS and EXS in subsequent year groups.</p> <p>Identified pupils in Year 4 (4 pupils) who need additional intervention and support with decoding/reading strategies</p>	<p>screening retake test is 88% (7/8)</p> <p>100% (8/8) of pupils in Year 3 identified as not secure attain ARE at the end of Year 3 and score 38+ at the end of the autumn term in the phonics screening test</p> <p>Pupils make measurable progress from their starting points i.e. baseline Reading Refresher score to end of Reading Refresher score</p>	<p>CPD was delivered via one CPD session via Teams but attendance low. Parents were reminded of recording of CPD and extra hard copies of information was sent out. Workbooks were sent home for targeted children and most children completed them independently</p> <p>Pupils retaking phonic screening test in Yr3 and passing was 85.7% (6/7 pupils)</p> <p>5/7 pupils scored 38+ in phonics screening during the summer term who had scored <33>35 in Year 2.</p>
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Total budgeted cost:					<ul style="list-style-type: none"> ○ EYFS 27.5 hours £14,970 ○ Year 1r 10Hours £5444 ○ Release time for EYFS teachers to do this; 2 x weekly (1 hour) cover TA ○ Autumn x 7 weeks ○ Spring x 14 weeks £600 <p>Total: £21,014</p>
<p>Intervention reading comprehension groups delivered by Teaching Assistants delivered remotely. English lead to work in class supporting identified pupils during QFT providing strategies/ resources and pinpointing struggle zones</p> <p>Subscribe to Literacy Shed Plus Phonics Play for resources</p>	<p>Accelerate progress in reading comprehension</p>	<p>Slowed learning for some pupils across KS2 in reading comprehension as a result of lockdown.</p> <p>Initial baseline data shows % of pupils on track Dec 2020–</p> <p>EYFS -</p> <p>Year 1 – 87.4% (29.9%) Year 2 – 80.2% (35.8%) Year 3 – 88.6% (42.5%) Year 4 – 90.8% (42%) Year 5 – 92.1% (53.9%) Year 6 – 86.5% (42.5%)</p>	<p>Tracking pupils data/ learning walks, work scrutiny and pupil discussions</p> <p>% of pupils making expected progress is in line with their trajectory or better than expected progress in reading; Pupils continue to develop a love of reading</p>	<p>HT AHT/Eng. Lead Year group leaders</p>	<p>TAS supporting with this in school (key workers) and at home through Teams/phone calls English lead provided additional English related activities for targeted pupils during lockdown.</p> <p>Upon return to school, all KS2 classes timetabled reading comprehension as a weekly lesson or discussion for whole class and additional interventions delivered for targeted children. Considering the disruption to the school year attainment was generally good.</p> <p>Reading end of year data EYFS - 70.6% (20%) Year 1 - 92% (35.2%) Year 2 - 86.9% (35.7%) Year 3 - 82.8% (39.1%) Year 4 - 89.9% (44.5%) Year 5 - 93.3% (52.8%) Year 6 - 85.4% (51.7%)</p>
Total budgeted cost:					<ul style="list-style-type: none"> ○ Literacy Shed Plus subscription £30 x 2 ○ Phonics play subscription £60 <p>£120</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	Review July 2021
Use of one of the newly recruited TAs in EYFS to deliver programmes: Smart Moves Jimbo Fun	Improve fine and gross motor skills in EYFS	Baseline EYFS assessment information relating to W and PD indicates that fine and gross motor skills poorer than usual cohorts	Outcomes in W and PD in EYFS and in writing in Year 1 are strong and above national; all pupils make good or better progress	Year group leader	<p>Staffing issues in EYFS meant the extra TA was deployed elsewhere (4 members of staff on long-term sickness in EYFS)</p> <p>Due to lockdown, outcomes in W and PD in EYFS and in writing in Year 1 were not as strong as in previous years. This is an area which will be targeting in the following academic year</p> <p>EYFS end of yr. data PD – 80% expected (10.6% exceeding) Writing – 60% expected (11.8% exceeding)</p> <p>Year 1 end of year data Writing – 85.2 % (23.9%)</p>
Total budgeted cost:					<ul style="list-style-type: none"> o EYFS additional TA 27.5 hours <p>£14,970</p>
Existing TA at NMPS who already works one 1:1 with Year 4 pupil 3 x days weekly to work with additional pupils who have been identified with mental health issues that are impacting on learning to carry out 1:1 or group mental well-being sessions that provides strategies etc. Parents to be fully involved also.	Target pupils with low self-esteem and poorer mental health	<p>Identification of pupils affected by lockdown through observations and surveys for whom accessing the curriculum has been affected through emotional/ mental health issues.</p> <p>Existing TA at NMPS who already works one 1:1 with Year 4 pupil 3 x days weekly to work with additional pupils who have been identified with mental health issues that are impacting on learning to carry out 1:1 or group mental well-being sessions that provides strategies etc. Parents to be fully involved also.</p>	<p>Baseline self-esteem questionnaire completed at the beginning of the intervention programme; this is repeated at the end of the programme to measure impact.</p> <p>Targeted pupils demonstrate better self –esteem; outcomes for these pupils are better; greater learning engagement and motivation levels.</p>	AHT for inclusion	<p>Monitoring and observations show targeted pupils demonstrate better self –esteem; outcomes for these pupils are better; greater learning engagement and motivation levels.</p> <p>All targeted pupils successfully reintegrated into school setting and made expected or better than expected progress.</p>

<p>TA has following qualifications and already provides these programmes in secondary settings: Integrative Counselling and Psychotherapy MSc and Applied Behaviour Analysis MSc. Her work involves Cognitive Behaviour Therapy, Person Centred Approach and Attachment therapy</p> <p>Phone calls to targeted pupils</p>		<p>TA has following qualifications and already provides these programmes in secondary settings: Integrative Counselling and Psychotherapy MSc and Applied Behaviour Analysis MSc. Her work involves Cognitive Behaviour Therapy, Person Centred Approach and Attachment therapy</p>									
<p>Total budgeted cost:</p>					<p>Cost of counselling sessions: - £70 per hour for groups of 5 £55 per hour 1:1 (to be negotiated) Total cost (before negotiation): 5 x 1:1 session £525 X 2 pupils = £1050 5 x group sessions with two groups (10 pupils – KS1 and KS2 groups £70 x 10 = £700 Total cost: £1750</p>						
<p>PP champion to update bespoke programme of support/enrichment for pupils. (to be subsidised)</p> <p>Make additional use of Seesaw to provide additional support/intervention for identified pupils who are not making good progress; teachers to focus on</p>	<p>Ensure PP pupils continue to make better than expected progress – target those whose learning has slowed since lockdown</p>	<p>Outcomes for PP pupils (who are few in number) tends to be cohort specific; support/enrichment activities are bespoke.</p> <p>Current RWM ARE combined and numbers of pupils for each year group are:</p> <table border="1" data-bbox="712 1302 1077 1458"> <thead> <tr> <th>Year group</th> <th>Number of pupils</th> <th>RWM combined end of previous year</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year group	Number of pupils	RWM combined end of previous year				<p>Additional pupil progress meeting focusing on PP and disadvantaged pupils.</p> <p>Learning Walks/ Work Scrutiny/ Pupil discussions</p> <p>Outcomes for PP across school compare favourably to national figures; Progress rates for PP pupils are strong</p>	<p>AHT PP champion</p>	<p>BH contacting all PP pupils fortnightly; many in school. All provided with laptop. Close mentoring by class teacher and BH. Some of those not engaging now being invited in to school.</p> <p>Due to COVID restrictions enrichment activities have been challenging to provide.</p> <p>All PP pupils were contacted at least fortnightly and over 30% were in school regularly.</p>
Year group	Number of pupils	RWM combined end of previous year									

<p>effective feedback using Seesaw that will make a difference especially with those who have the potential to attain GD.</p> <p>Use of 1:1 national tutoring programme for PP pupils</p>	<table border="1"> <tr> <td>6</td> <td>10</td> <td>50%</td> </tr> <tr> <td>5</td> <td>7</td> <td>40%</td> </tr> <tr> <td>4</td> <td>9</td> <td>50%</td> </tr> <tr> <td>3</td> <td>9</td> <td>57%</td> </tr> <tr> <td>2</td> <td>1</td> <td>100%</td> </tr> <tr> <td>1</td> <td>7</td> <td>GLD 67%</td> </tr> <tr> <td>EYFS</td> <td>6</td> <td>N/A</td> </tr> </table> <p>One pupil can be worth a huge percentage and so it is imperative that they ALL make better than expected progress so that data remains above national; Pupil progress meetings have highlighted the pupils who we need to target even more as a result of lockdown. Percentages of pupils who exceed expectation e.g. High Score/GD is low</p>	6	10	50%	5	7	40%	4	9	50%	3	9	57%	2	1	100%	1	7	GLD 67%	EYFS	6	N/A	<p>Those that did not have use of a laptop were provided with one with a list of recommended websites to visit to support and enhance remote learning.</p> <p>Seesaw was used by the majority of pupils to support remote learning and engagement was very high over 85%. This continued when pupils returned to school where pupils used Seesaw for homework.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Number of pupils</th> <th>RWM combined end of previous year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>11</td> <td>45.5%</td> </tr> <tr> <td>5</td> <td>4</td> <td>66.7%</td> </tr> <tr> <td>4</td> <td>8</td> <td>61.5%</td> </tr> <tr> <td>3</td> <td>7</td> <td>87.5%</td> </tr> <tr> <td>2</td> <td>1</td> <td>50%</td> </tr> <tr> <td>1</td> <td>6</td> <td>85.7%</td> </tr> <tr> <td>EYFS</td> <td>3</td> <td>33.3%</td> </tr> </tbody> </table>	Year group	Number of pupils	RWM combined end of previous year	6	11	45.5%	5	4	66.7%	4	8	61.5%	3	7	87.5%	2	1	50%	1	6	85.7%	EYFS	3	33.3%
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		Total budgeted cost:	<ul style="list-style-type: none"> Subsidised enrichment activities £1000 approximately 																																												
		Gross total budgeted cost:	£51337 (surplus of £43 for unforeseen expenses)																																												

ADDITIONAL INFORMATION

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- School Improvement Priorities
- Results of staff and pupil consultation regarding engagement to remote learning and access to devices
- School data
- Well-being survey