

COVID-19 catch-up premium spending report

Summary information			
Total number of pupils:	357	Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£28,660		

Strategy statement
<p>We at College Park Infant School recognize that the pandemic has impacted greatly on all learners and the time away from our high quality face to face teaching has meant that there is catch up required both academically and pastorally ensure that children can continue to make the best possible start to their education and life journey. We are using a tiered approach to the planning of recovery as recommended by the EEF to plan the expenditure of our Covid catch up funding.</p> <p>Tier 1. Quality First Teaching for all</p> <p>Great teaching is the most important lever we have to improve outcomes for our pupils. There is strong evidence that the key components of high quality teaching and learning are:</p> <ul style="list-style-type: none"> - Explicit instruction - Scaffolding - Flexible groupings - Cognitive and metacognitive strategies <p>Alongside:</p> <ul style="list-style-type: none"> - Deep subject knowledge and a flexible understanding of the content being taught - High quality assessment. (Planning effective assessment and feedback is integral to supporting high quality teaching - having an understanding of what the children have and have not learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress. Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils positively impact on learning). <p>Tier 2. Targeted Academic Support</p> <p>High quality teaching is supported by targeted academic support and evidence shows the positive impact such support can have.</p> <p>Tier 3. Wider Strategies</p> <p>Wider strategies refers to the most significant non-academic barriers to success including attendance, behavior and social and emotional support.</p>

Barriers to future attainment	
Academic	Additional barriers
Low levels of language and vocabulary	Parents' involvement in school and their aspirations for their child
Level of independence and resilience	Children's wellbeing, including emotional and mental health
Inconsistencies in retaining and applying taught skills and knowledge	Parent's own level of education and their inability to support their child at home

Planned expenditure for the current academic year

Tier 1 Quality First Teaching for all <i>To ensure that all children are supported to make accelerated progress in their learning by a cycle of assess, plan, implement & review.</i>					
Action	Intended outcome	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?
2 FTE LSAs employed to deliver targeted support to relieve pressure on existing support staff	Teachers are able to deploy additional adults flexibly & effectively to ensure that they are able to provide inclusive QFT for all groups of children.	There is no substitute for quality first teaching. EEF School Planning Guide <i>"the best available evidence indicates that great teaching is the most important lever school have to improve outcomes for their pupils."</i>	Three weekly Developmental Drop ins with highly specific action points. A rigorous programme of additional monitoring by the leadership team & subject leaders followed by personalised and specific feedback. CPD is personalised to staff needs & is signposted to staff. Impact of CPD is reviewed both in the short & long term. Careful tracking of the progress of all learners is carried out along with effective pupil progress reviews.	Leadership Team	Termly Cost: see Tier 2
To provide additional resources for Year 1 children to address gaps in the EYFS curriculum.	To support important missed play opportunities to address gaps created by them missing some of their EYFS provision both at preschool and then their first year in school.	The EYFS curriculum and provision provides the foundation for all learning that comes after therefore it is essential that any gaps are assessed and filled as a matter of urgency and as part of normal class environment.	As above with the addition of liaison between the Leads for EYFS and Year 1.	Year 1 and EYFS Leads	Ongoing
Total budgeted cost:					£2000

Tier 2 Targeted support

To support targeted children to fill the gaps created by them missing school in order to move towards achieving expected levels for their age as soon as possible.

Action	Intended outcome	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?
Employ 2 x FTE LSAs to deliver targeted support to children in years 1 and 2	LSAs employed specifically to deliver interventions.	Based on EEF One-to-one tuition toolkit: <i>"Evidence indicates that one-to-one tuition can be effective, delivering approximately 5 additional months' progress on average"</i>	Careful selection process within the current high quality staff.	AHT & SENCo	Termly
In depth training provided for the LSAs in the new roles.	Staff are able to provide high quality support that meets specific needs.	EEF One to one tuition Toolkit: <i>"the evidence is consistent and strong for young learners who are behind their peers in primary schools and for subjects like reading and maths"</i> .	Regular supervision at least fortnightly to identify any additional training needs	AHT, SENCo & Reading Specialist teacher	Fortnightly
Specific evidence based interventions delivered to identified children (including FFTW3, precision teaching, Catch Up, guided reading support, Sandwell Early Numeracy, 5 min Box, 1-1 reading support, Benchmarking)	To fill the gaps created by missing school for targeted children to enable them to achieve expected levels for their age as soon as possible	EEF One to one tuition Toolkit <i>"In the UK four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress"</i> .	<ul style="list-style-type: none"> - Weekly updates given to classteachers by LSAs - Detailed tracking completed by LSAs and reviewed and analysed by SENCo. - Fortnightly supervision opportunities provided by AHT, SENCo & specialist reading teacher. Half termly supervisors review meeting to discuss progress of each child	As above	Continuous review with termly updates for leadership team as a whole

Resources bought for interventions	As above	As above	As above	As above	As above
Addition of time supporting the identified children within the classroom in groups.	The progress made within 1-1 interventions transfers back into class seamless supported by LSAs to ensure expectations by all are consistent.	EEF One to one tuition Toolkit <i>“Tuition is more likely to make an impact if it is additional too and explicitly linked to normal lessons”</i> .	As above	As above	As above
Total budgeted cost:					£23,000

Tier 3 Wider strategies					
Action	Intended outcome	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?
Provide cover for HLTA release	ELSA provision is prioritised for the children who need it to ensure they are able to access the QFT in school.	EEF Social and emotional learning (SEL) Toolkit: <i>“SEL interventions have an identifiable and valuable impact on attitudes to learning and relationships in school. They also have an average overall impact of four months additional progress on attainment.</i>	Half termly supervision sessions facilitated by an Educational Psychologist.	AHT	Half termly
Provide additional learning packs for children who are self isolating at home	To ensure that particular needs continue to be addressed even if not in school.	No further interruption to their learning should be allowed to ensure that progress is maximised.	Frequent and specific communication with families.	CTs	Ongoing
Total budgeted cost:					£4,000