

COVID catch-up premium report



OAKHILL PRIMARY ACADEMY COVID catch-up premium spending: summary

OAKHILL SUMMARY INFORMATION			
Total number of pupils:	284	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£22,720 (£260 from school)	PPG (Disadvantaged)	17% (48 Children)
Additional Costs: 135 Chromebooks for each class to support online learning	£15,360 per year		

OAKHILL STRATEGY STATEMENT

Catch-up priorities

- Reading and phonics across all year groups
- Well-being support for pupils and their families including social and emotional aspects
- Switch to Google classrooms for all learners to ensure smooth transition for future learning in the event of further school closures or self-isolation
- Closing gaps that have been created during lockdown and time away from school

Our Core Approaches

TEACHING

- Baseline assessments to identify gaps in learning and areas for intervention
- Recovery curriculum planned for Maths and English for each year group.
- Quality First Teaching approaching with high quality resources across a broad and balanced curriculum led by curriculum leads and specialists
- Feedback used to make next steps explicit to children.
- Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? time to consider own learning needs and resilience.
- All core lessons added to Google classroom so home learning mirrors what is happening in the classroom
- Google classroom to be accessed by pupils for blended learning provision. Chromebooks available for digitally disadvantaged

TARGETED ACADEMIC SUPPORT

- Targeted Phonics and reading interventions for small groups and 1:1 children identified in baseline assessments
- Well-being support for pupils with FSW
- Parents informed about their child's next steps and how to support at home.
- Same day interventions for closing the gaps and addressing misconceptions delivered by teachers, Catch-up tutor and teaching assistants
- Pre-teaching established to make curriculum access more equitable.

WIDER STRATEGIES

- SEMH support and Thrive assessments and using personalised timetabling where needed
- Classroom environments developed to be comforting and promote wellbeing.
- Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness, Go noodle!
- FSW to liaise and support parents with any attendance issues.
- Early Language Program for Reception Aged Children (NELI)

KEY AIMS

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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reduced fluency and progress in Reading
B	Attendance linked to further periods of bubble of self-isolation
C	Mental well-being to access learning in school and at home
ADDITIONAL BARRIERS	
External barriers:	
D	Digital disadvantaged pupils and EYFS pupils accessing online learning
E	Continual local lockdowns and movement through Lockdown Tier system
F	Financial, mental health and societal implications for a growing number of families

Planned expenditure for current academic year

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?
<p>Assessments completed in core areas to determine effective support for all pupils affected by COVID-19</p>	<p>Staff have accurate view of any gaps for individuals by using standardised assessments in literacy and numeracy</p> <p>Identification of who would benefit from additional catch-up</p> <p>Effective support for pupils from qualified teacher to close gaps and increase progress</p>	<p>Subject-specific assessments used to identify particular areas where pupils have forgotten or misunderstood key concepts to ensure that new material being covered builds on secure foundations.</p>	<p>Assessments are uploaded to Arbor and gaps in learning are discussed in RAP meetings</p> <p>Regular meetings with Catch-up Tutor/ Assistant Headteachers to monitor progress and QA of interventions</p> <p>Review of interventions and support for individuals at data collection points (5 times a year) and QA (books & observations)</p>	<p>HOS Assessment Lead Catch-up Tutor</p>	<p>Half Termly</p>
<p>Professional development for staff to support effective curriculum planning and its delivery</p>	<p>Increased subject knowledge to support broad and balanced curriculum</p> <p>Increase staff confidence and well-being to improve the quality of teaching</p> <p>NQT/RQTs supported by Wellspring training and development sessions</p>	<p>Providing opportunities for professional development to support curriculum planning or focused training on the effective use of technology is likely to be valuable</p> <p>Oakhill has made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching</p> <p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<p>Provide opportunities for professional development in staff meetings and in curriculum network meetings</p> <p>QA of planning (from subject teams)</p>	<p>KS Curriculum Network leaders</p>	<p>Half Termly</p>

<p>Training for effective use of new technologies to support the curriculum both in school and remotely</p>	<p>Supporting staff with use of new technology and how it can be used effectively to support learning in school and remotely</p> <p>Move to Google classrooms for remote learning, homework and use of Chromebooks in class work</p> <p>Investment into Chromebooks plus licenses and IT programmes such as Purple Mash, Monster SATS, TT Rockstars to support pupils learning</p>	<p>Providing opportunities for effective technologies to support class based and remote learning can support learning and outcomes.</p> <p>EEF/DfE Remote Learning Guide</p>	<p>QA of Google classroom and work set</p> <p>Weekly Phase planning sessions</p>	<p>KS Phase leaders</p>	
Total budgeted cost:					£967
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?
<p>Plan, deliver and assess interventions 1:1 or to small groups of children from F2 to Y6.</p> <p>To deliver Early Language Programme (NELI) to Reception aged pupils</p>	<p>Focused delivery of English and Maths to those who require additional support in school to allow them to catch up following time away from school this past year.</p> <p>Supporting teachers, teaching assistants, apprentices and volunteers with resources for catch up sessions</p> <p>Planning content of support lessons in consultation with other staff</p> <p>In class support for individuals or small groups if deemed necessary</p> <p>Supporting children in self-isolation with home learning</p>	<p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>Monitoring and tracking of students' progress Reporting of progress in RAP meetings – measure impact Careful timetabling with consistent delivery Interventions to follow our assessment weeks</p>	<p>Catch-Up Tutor HOS KS (Maths/Assessment) JG (SEND) GS (EYFS)</p>	<p>Half Termly:</p> <p>w/b 30th Nov 2020 w/b 1st Feb 2021 w/b 15th Mar 2021 w/b 21st June 2021</p>
Total budgeted cost:					£19922

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?
Improve access to technology and devices to support class-based and remote learning	<p>Facilitate access to online tuition or support for small groups and children self-isolating</p> <p>Invest in additional technology and facilities available in school.</p> <p>Devices loaned to digitally disadvantaged families to support with home learning</p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home</p> <p>Lack of access to technology has been a barrier for many disadvantaged children</p>	<p>Information given to parents to support remote learning (and on website)</p> <p>Loan agreements set up for families</p>	<p>HOS</p> <p>KS</p> <p>Phase Leaders</p>	Half Termly
To have regular and supportive communications with children and their families	<p>To increase attendance</p> <p>To increase engagement with school and learning</p> <p>To improve student well being</p> <p>Focused interventions and monitoring for behaviour, SEMH to support pupils well being</p> <p>Daily sensory and movement opportunities for emotional well-being (including daily mile)</p>	<p>Interventions to focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities to support well-being.</p>	<p>Use of CPOMs for analysis</p> <p>SLT meetings to analyse and discuss individual cases</p> <p>Use of Thrive</p>	<p>FSW</p> <p>SENDSCO</p> <p>SLT team</p> <p>Thrive Practitioners</p> <p>Sports Lead</p>	Half Termly
Total budgeted cost:					£2091