



Kellington Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	121 (inc nursery)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£ 8560		

STRATEGY STATEMENT

The aims of this strategy are:

- o To raise the attainment of all children to close the gap created by COVID-19 school closures
- o To accelerate the progress of children not yet reaching age-related expectations in English and maths in order to close their individual gaps
- o To support the wellbeing of children through the implementation of wellbeing strategies which impact upon their learning
- o To provide targeted intervention for high-needs cohorts to reduce adult:child ratios and provide more effective support for learning

We will do this through a blended approach that improves access to resources, increases the number of staff trained in supporting learning, and provides access to small group tutoring sessions aimed at specific needs.

The strategies we have selected are informed by research evidence provided by the Education Endowment Foundation. Their statement regarding catch-up provision recommends a variety of approaches: "Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures." (EEF 2021)

Individual research analysis of the selected strategies indicates these positive gains:

“There is extensive evidence showing the impact of [tutoring](#) to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”

“Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”

“Evidence suggests that TAs can have a positive impact on academic achievement.”

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?
Provision of release time for assessment of children and professional conversation between SLT (Catch-Up Leads) and class teachers	<p>Planning for provision of identified interventions</p> <p>Impact of intervention shows closure of identified gaps in learning</p>	‘Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.’ EEF Covid-19 Support for Schools	Release time planned and cover arranged in advance each half term	Amy Beadnell-Bevin and Helen Humphrys	<p>Half termly</p> <p>PP meetings undertaken</p> <p>Gaps in learning identified and interventions targeted.</p>
Total budgeted cost:					500

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?
Additional 0.25fte teaching assistant to support interventions in Reception and KS1	Children leave reception and KS1 with firm foundations in English and maths to enable them to make good progress as they move through school	"Evidence suggests that TAs can have a positive impact on academic achievement."	Allocation of an effective TA to the interventions CPD and provision of relevant interventions to ensure that this is implemented swiftly and effectively. Monitoring, school appraisal and support will monitor and manage this	Amy Beadnell-Bevin	Half termly appraisal, monitoring and pupil progress analysis. Outcomes in EYFS were improved. Targeted intervention across KS1 Opportunities maximised for initiating sticky learning.
Additional 0.5fte teaching assistant to support small group interventions in KS2	A higher percentage of children in the target cohorts are at or above ARE in maths and English.	"There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the	Allocation of an effective TA to the interventions CPD and provision of relevant interventions to ensure that this is implemented swiftly and effectively.	Helen Humphrys	Half termly appraisal, monitoring and pupil progress analysis. End of year data showed some improvement in

	Good progress noted in previously identified areas of weakness.	better.” EEF Covid-19 Support for Schools “Evidence suggests that TAs can have a positive impact on academic achievement.”	Monitoring, school appraisal and support will monitor and manage this		outcomes for some children in English and Maths. Shine interventions used with impact.
Reading leader release time 0.1 FTE to ensure the fidelity of phonics teaching (Floppy’s phonics) across school	Higher percentage of pupils meet the expected standard in the national phonics assessment at the end of year1 and those that don’t achieve in subsequent years.	“What is important is that the programme adopted by the school or setting meets the criteria for high-quality phonic work and that it is adhered to ‘with fidelity’, applied consistently and used regularly”	Support and weekly training is provided to allow fidelity to the programme. Dedicated space and strict timetable to work to Ring Fenced time for quality feedback to class teachers and reading lead Monitoring and observation of sessions taught by the reading leader Half termly assessment of all teaching of phonics.	Amy Beadnell-Bevin	Half termly Floppy’s phonics assessment conducted by the reading leader Success with phonics continues. Lowest 20% targeted daily Fidelity to the SSP continues
Total budgeted cost:					£6,041
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?
Purchase of Thrive resources to support the emotional wellbeing of all children and to support targeted children.	Pupils social and emotional wellbeing is well supported Gaps in emotional development are identified and intervention planned to support these.	"On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Thrive practitioner (HT) to work with staff to develop a Thrive culture within school To measure impact of individual interventions. Whole class action plans to be developed and reviewed termly with year group teams Staff to be trained to deliver the intervention	Helen Humphrys HT	Monitoring of sessions and action plan Progress meetings with class teacher Two practitioners trained. 1:1, group and class sessions implemented
Purchase of SEND assessment tools and supporting resources	Identify children's specific learning needs. Provide quality differentiated, resources and targeted support to improve progress and attainment.	Differentiation allows the child to extend their knowledge and skills of every child regardless of their starting point. Differentiation benefits children across the learning continuum	Individual provision maps will identify children areas of need following assessment. Appropriate interventions will be planned, resources provided and strategies implemented. Assessment tracking indicates progress in identified areas of weakness.	Helen Humphrys – SEND lead	Monitoring of interventions resources and strategies by SEND lead and progress meeting with class teacher SEN Assessment tool not purchased. Monitoring of provision for SEN children

Total budgeted cost:	£2,019
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ADDITIONAL INFORMATION

When developing this strategy, staff noted the evidence in the following publications:

‘Guidance - Catch up premium’ - *DFE November (2020)*

‘The EEF guide to supporting school planning: a tiered approach to 2021’ – *EEF (2020)*

‘Rapid evidence assessment Impact of school closures on the attainment gap’ – *EEF (2021)*

‘Teaching & Learning Toolkit’ – *EEF (2018)*

‘Rose report ‘ - 2006