

Covid catch-up premium strategy statement 2020-21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020/21 academic year. It will not be added to schools' baseline in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

School overview

Metric	Data
School name	Waddington Redwood Primary Academy
Pupils in school	284
Proportion of disadvantaged pupils	16.9%
Covid catch-up premium allocation this academic year	£22,320
Academic year or years covered by statement	2020 - 2021
Publish date	20/11/2020
Review date	September 2021
Statement authorised by	Fiona Kent
Covid catch-up premium lead	Fiona Kent
Governor lead	Suzie Charman

Context of the academy

- Our proportion of disadvantage pupils is just below the national average.
- The academy remained open throughout the summer term with provision for reception, year 1, year 6 and key worker children. Directed activities were provided weekly for the other year groups and accessed via the academy website.
- From 3rd September 2020, we had a good response with children coming back to school. Reception pupils were brought back on a staggered basis over a 7-day period to ease the transition process since visits were not possible in the summer term due to Covid19 restrictions.
- The academy was closed over the summer holiday and this was crucial in terms of staff workload and mental and emotional well-being. This allowed teachers to come back in the autumn term with renewed energy and professional focus. As a staff, we agreed the curriculum priorities and our approach to assessment. These were set out clearly in protocols to ensure that there was a consistent approach across the academy.

Identified Barriers to future attainment

Main Barriers		Desired outcome
A	< 50 % of EYFS pupils, on entry, were assessed as at the expected age and stage in the prime areas of learning.	All children achieve expected outcomes or above in the prime areas of the EYFS curriculum
B	Social and emotional trauma	Improved attendance for all pupils and children who are anxious about the global picture are supported and more confident to attend school.
C	In maths, some specific content was missed, leading to gaps in learning. Recall of basic skills has suffered.	Learning missed in the summer term is married with the autumn term curriculum. Pupils are identified for intervention. Outcomes are in line or above national expectations.
D	In reading, pupils' decoding, fluency and comprehension skills were all affected and a gap emerged between children who read widely and those who did not.	Additional phonics and reading opportunities are identified. Recap the academy approach to guided reading, particularly with regard to new staff. Pupils are identified for intervention. Outcomes are in line or above national expectations.
E	In writing, pupils had lost the practice of sustained writing. GPAS elements has suffered and there was a lack of fluency in writing.	Opportunities for writing identified across the curriculum. Talk for writing strategies developed with staff new to the academy and opportunities to access a wide variety of genre identified throughout the curriculum. Children identified for intervention. Explicit teaching of GPAS skills so that outcomes are in line or above national expectations.
F	Lack of opportunity to identify individual complex and behavioural needs of pupils who were new to the academy.	All children attend the academy full time and have their individual needs met so that they can reach national standards.
G	A decline in children's learning attitudes and motivation due to long periods at home, particularly with the younger children.	All children are able to focus on their learning and concentration skills show an improvement.
H	Moving forward with technology and access to remote learning for future lockdowns related to the spread of the virus.	Robust remote learning plan in place that can be used to deliver the academy's curriculum in the event of pupils isolating or another lockdown.

Strategy aims for pupils

Tiers	Priorities	Addresses Barrier	
Teaching Priorities	Priority 1	High Quality Assessment: Formative and diagnostic assessments in place to identify the gaps and ascertain what learning has been remembered/forgotten.	ACDE
	Priority 2	High Quality Teaching for all: Ensure that professional development is in place for the components of high quality teaching and curriculum subject knowledge for all staff including NQTs.	ACDE
	Priority 3	Supporting Remote Learning: ensuring the teaching quality of RL, all pupils have access to technology, opportunities for peer interaction and supporting pupils to work independently.	G H
Targeted Approaches	Priority 4	One to one and small group intervention: High quality structured targeted intervention so that pupils make progress e.g. NELI, catch up maths, catch up literacy, fluency intervention supported by the Primary School Improvement Leader.	ACDEG
Wider Strategies	Priority 5	Supporting pupils' social, emotional and behaviour needs: review the sequence of learning in the PSHE curriculum so that mental health and pupil well-being units are addressed at the beginning of term. Connect the SEL with whole school assemblies. Focused time in the school day spent dedicated to SEL.	BG
	Priority 6	Communicating with parents/carers: communicating with all parents, in particular families of vulnerable children.	BF
	Priority 7	Support for parents: support parents/carers with strategies to support home learning/ complex behaviours.	ABCDEH