



Catch Up Premium Report All Saints Rangemore and Needwood Primary Schools

COVID catch-up premium spending: summary

SUMMARY INFORMATION – ALL SAINTS			
Total number of pupils:	112	Amount of catch-up premium received per pupil:	£75.71
Total catch-up premium budget:	£8,480	Proportion of disadvantaged pupils:	0.9% (1)

SUMMARY INFORMATION - NEEDWOOD			
Total number of pupils:	85	Amount of catch-up premium received per pupil:	£81.88
Total catch-up premium budget:	£6,960	Proportion of disadvantaged pupils:	7% (6)

Rationale and Approach

We have used the following documents to inform our plans as to how we are going to invest the universal catch-up funding for the whole school, targeted support and wider areas:

- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021
- The EEF Covid-19 Support Guide for Schools
- The National Tutoring Programme Best Tutoring Practice Guidance Briefing for Schools
- Our School Improvement Plan 2020-2021 provides further detail on our strategy for providing pupils with additional catch-up. The impact of spending will be analysed against our intended outcomes.
- We used standardised data and teacher information (gap analysis document completed with standardised scores and specific needs) in order to identify need for catch up programme plans.
- We have split the children into broad year group groups based on the provision of the chosen providers (i.e. 1:3 etc.) and in house targeted support with substantive staff. This will need to be refined on the basis of assessment and teacher information when bookings are successful.
- We scrutinised the offer from all listed providers on the national tutoring program website. <https://nationaltutoring.org.uk/>
- We discounted the choice of academic mentors.
- Chose 3 companies to date.
- Secured buy in from teachers and HR advice on this approach.

Further changes to approach were made due to finding out in the FAQs that a child is only able to access 15 hours support in one discipline and our data analysis showing that children, who were needing catch up support fell invariably into all subject disciplines and we had targeted support for more areas for less children (those who needed it) so we need to:

- Identify which was most needed area of learning for a child.
- Unpick roughly how many 15 hour blocks we could have and identify therefore how many more children to target as we cannot enable children to have needy children more than the 15 hours allocated.
- Additionally, because we were deploying 3 companies, timetabling needed to be careful in order to ensure possibility of coverage and safe spaces to deliver.

Approaches / Companies chosen and information

1. FFT <https://nationaltutoring.org.uk/tutors/fft> - specific reading programme for Y1 – 4 Reading.

Our direct contact for this company.

Kay Holmes

Kay.Holmes@fft.org.uk

School Support Manager, FFT Tutoring with the Lightning Squad

<https://fft.org.uk/fft-tutoring-with-lightning-squad/>

2. Third Space Learning <https://thirdspacelearning.com/national-tutoring-programme/> - specific maths programme for KS2 Our contact. James Grrregon / Tom Burgess.
0203 771 0095

3. Connex-Education <https://connex-education.com/>

Staffordshire office: Watling Court Orbital Plaza, Watling Street, Bridgtown, Birmingham, West Midlands, WS11 0DQ Tel: 01543 229610 | Email: staffordshire@connex-education.com

Derby office: Suite 2, 42 Friar Gate, Derby, DE1 1DA Tel: 01332 913 151 | Fax: 01332 404 291 | Email: derby@connex-education.com

4. Substantive school teachers' either released to work with targeted children or, pre teach, after school sessions provided.

BARRIERS TO LEARNING

We used a variety of tools to identify barriers to learning.

- We have used standardised data and teacher information (gap analysis document completed with standardised scores and specific needs)
- Staff, pupil and parent consultation
- Attendance and behaviour records
- Lack of self-esteem / confidence due to low attainment and as a result of lockdown
- Anxiety due to the national context and mental health needs due to issues at home, restrictions etc. which are wither Covid related or otherwise such as bereavement, financial pressures, parents working from home etc.

BARRIERS TO FUTURE ATTAINMENT

- All children identified are achieving lower standardised scores to expectations despite high levels of engagement with teaching and learning and feedback across the COVID period. We believe this is due to a lack of depth of working through tasks, and, whilst feedback was provided daily, it was not a 2 way, face to face dialogue to drive children's learning forward, more a ping pong of marking and response which does not delve as deep.
- The fact that we can only target 'one discipline' for the 15 hours support for a child is a barrier to future attainment as the majority of children who are behind are behind in all reading, writing and maths and yet we can only choose 15 hours of one.

Attendance is not a barrier as all children have returned and despite a few absences due to self-isolation and illness etc. learning has been maintained.

Behaviour is good and not a Barrier to learning for all but one child across the forest family. Learning and school behaviours are good.

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Priority 1 To implement 1:1 and small group face to face and online tuition from the National Tutoring Programme database using online tools and qualified teachers face to face for pupils in years 1 to 6 as a catch-up strategy. Ensure tuition is informed by accurate assessment, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

Priority 2 To implement 1:1 and small group tuition from in house qualified teachers for pupils in years 1 to 6 as a catch-up strategy. Ensure tuition is informed by accurate assessment, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

Priority 3 Is funded fundamentally independently of catch up programme – nurture for mental health and wellbeing needs.

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>Gap analysis of all children through standardised testing and AFL.</p> <p>Target curriculum needs and scheme planning to findings in order to close common gaps.</p>	<p>Children will make good progress by next standardised test capture point.</p>	<p>Standardised testing gives us a benchmarked tool to measure children's standards.</p> <p>This coupled with forensic analysis of tests and quality assessment for learning in class will ensure that gapes are targeted.</p>	<p>Lesson observations Planning and work scrutiny Pupil and staff voice Pupil progress meetings Performance management reviews Data capture</p>	<p>Senior leaders.</p>	<p>Throughout as part of monitoring and evaluation cycle and in a measurable way at each data drop at the end of each term.</p>
<p>Developed resources to target gaps in:</p> <p>Phonics (readers), Maths, Reading - texts to class needs</p>	<p>Provide teaching and support staff with developed tools to support children in class and small groups.</p>	<p>Specific gaps to be targeted identified further resource needs. Early language and NCETM support.</p> <p>This combined with professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfEs catch-up premium guidance • EEF's COVID-19 support guide for schools 			

Total budgeted cost: £0 – as part of quality first teaching.
£1,000 for resources targeted

Targeted support – Once all analysis completed and children clearly grouped into main discipline of need...

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?
Secure services of 3 companies - FFT for Reading Y1-4 1:4 grouping Face to face online tool - Third space for Maths KS2 1:1 online tool - Connex 1:3 targeted for KS1 Maths who have not already had reading	Children will make good progress measured in small steps in AFL and on standardised score capture weeks.	Children have been targeted by teaching staff through the mechanism listed. They have been organized into groups with like needs and information about needs are prepared for sharing with the company secured. Companies were scrutinies on their offer and chosen by senior leaders. Follow up meetings on Teams / telephone with the companies secured our trust in their delivery.	Monitoring of provision. Most companies have an online tool to look at children's progress. Progress in lessons, feedback from teachers about children's development.	Senior leaders	Throughout in terms of monitoring the provision. End of term for data capture.
Target TA/HLTA and Teacher support to lead interventions in school (and before and after school) / pre teach and review).	Children will make good progress measured in small steps in AFL and on standardised score capture weeks.	Children have been targeted by teaching staff through the mechanism listed. They have been organized into groups with like needs and information about needs are prepared for sharing with the member of staff.	Monitoring of provision thorough feedback from staff leading provision. . Progress in lessons, feedback from teachers about children's development.	Senior leaders	Throughout in terms of monitoring the provision. End of term for data capture.

Total budgeted cost: See Below for break down					Teacher £450 per 15 week block 1 group TA circa £200 per 15 week block 1 group FFT£220 1:4 per 15 week block Thirdspace £68.74 per child Connex 183.75 1:3 SEE BELOW FOR BREAKDOWN TOTAL: NEEDWOOD £3894.9 ALLSAINTS £4351.81
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?
All nurture provision is funded through a different pot of monies but we wished to develop mindfulness further in order to tackle priority					
Buy into calm mind for across the Forest Family	Children will be mindful, settled to learn and enjoy a new tool to support their mental health.	We have seen the impact of the work around characteristics for learning and mental health and mindset is hugely important targeted through other funding pots but seen as barrier at this time for children and this will target all children and support teachers delivery.	Set expectations for use and monitor them. Pupil and staff voice.	Senior leaders.	Throughout with pupil voice and feedback from staff. Specific monitoring points for wellbeing and nurture work.
Total budgeted cost					£500

Plans keep changing because the information provided by the companies does not align with what has been lusted by the government.

Reviewed Plan November 10th UPDATED November 12th

All Saints

	FFT Reading Y1-4	Third space Maths KS2 Maths KS2 1 child full paid 1 subsidised 24 weeks. £440 per 24 weeks subsidised £110 ish subsidised per full Includes. 1:1 tutor Diagnostic tools Reporting Headsets Access to resource library for teachers. Starts January	Connex	In house LW Y3/4 maths 2.30 – 3.15 @RM JJ cover c3 and JS cover JS 2 or 3 maths groups Y1/2 CJ reading Y4/5 CW maths group y2
1	12 children targeted 3 groups			Maths 8 children
2	14 children +1 not targeted 5 groups			Maths 4 children
3	6 + 2 not targeted children 2 groups	2 children		Maths 6 children
4	3 children +1 1 group			Maths 3 children
5		3 children		Reading 2 children
6		2 children		
	11 groups @ £220 £2420	7 children @ £68.74 £481,18. AS 7 £1320 (3 paid for subsidised)	-	Teacher £450 TA 1 £600 TA 2 £400 £1,450

		<p>£440 ish (4 subsidised) - £1760 (which is)</p> <p>Was £ £481,18. £1,278.82 more than planned</p>		
First block of 15 plans. £4351.81				

Plus resources £1K + £500
= £5851.81 (left £2628.19) **now £1349 left**

Needwood

	FFT Reading 1-4	Third space Maths KS2 Maths KS2 1 child full paid 1 subsidised 24 weeks. £440 per 24 weeks subsidised £110 ish subsidised per full Includes. 1:1 tutor Diagnostic tools Reporting Headsets Access to resource library for teachers. Starts January	Connex	In house CHW Wednesday 1.30 – 2.30 2.30 – 3.30 3.30 – 4.30 LW y6 readers MOD C3
1	9 children so will need join with y2 group. 1 and target another way 2 groups			maths 7 children
2	10 children 2 groups + 1 extra and 1 from Y1 = 3 groups			Maths 8 children
3	1 child Join y4 group			

4	6 children Y3 and y4 7 +1 other child 2 groups	4 children		Maths 5 children
5		2 children	Reading 2 children +_1 1 group	
6		4 children	Reading 2 children +_1 1 group	Reading 6 children
	7 groups @ £220 £1540	10 children @£68.74 £687.40 NW 10 5 paid for £2,200 5 subsidised £550 - £2,750 - Which is £2062 more	2 groups at £183.75 £367.50	Teacher £450 Teacher £450 TA £200 TA £200 £1300
Total £3894.90				

Plus resources £1K + £500

£5394.90 (1.5K left) – now negative so need to alter other companies / staff offer.