

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	414	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,140		

STRATEGY STATEMENT

At Plymouth Grove our strategy is based on the recovery curriculum outlined by Barry Carpenter, CBE, Prof of mental health and education, Oxford Brookes University and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire. They suggest the recovery curriculum is built on the following five levers: Lever 1: relationships, Lever 2: community Lever 3: transparent curriculum, Lever 4: metacognition and Lever 5: space. These five levers provide the essential construct for our thinking and are planning.

Our Catch-up priorities have also been based on the education endowment rapid evidence assessment key findings and implications in the review of existing research on the impact of school closure on the gap between disadvantaged pupils and others. These approaches will contribute to helping pupils catch up on missed learning:

- o teaching quality is more important than how lessons are delivered
- o ensuring access to technologies key, particularly for disadvantaged pupils
- o peer interactions can provide motivation and improve learning outcomes
- o supporting pupils to work independently can improve learning outcomes
- o different approaches to remote learning suit different types of content and pupils
- The overall aims of your catch-up premium strategy, for example:
 - o To reduce the attainment gap between your disadvantaged pupils and their peers
 - o To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - o To support children through the process of re-engagement which leads them back to being a fully engaged, authentic learners.

Barriers to learning

The following data sources have been used to identify barriers to attainment in our school.

- Parental engagement during lockdown
- Whole school summative assessments
- Fischer family trust
- Staff, pupil and parent consultation
- Attendance records

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lost essential practising of writing and phonic skills
B	Staff, pupil and parent consultation to consider progress made and areas to improve.
C	Repeated self-isolations and access to technology.

ADDITIONAL BARRIERS

External barriers:

D	Development of early reading skills
E	Access to technology
F	Loss of friendship and social interaction

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?
Assessment of gaps and loss learning	<ul style="list-style-type: none"> Identify learning that has been missed – will need teaching identify learning that has been lost – will need re-teaching identify learning that has been rusty – will need retrieval practice 	<ul style="list-style-type: none"> Chartered College of teaching retrieval practice DfE's catch-up premium guidance EEF's COVID-19 support guide for schools High quality diagnostic assessment 	<ul style="list-style-type: none"> Use of blank questioning low stake quizzes use of hinge questions Through teacher journal clubs Are children on track to achieve FFT estimates? 	Mike Cooke Julia Scott	March 2021
Using metacognition and self-regulation to re-engage children with learning	<ul style="list-style-type: none"> Make skills for learning explicit to children to reskill and build their confidence as learners characteristics of effective learning in EYFS teach metacognitive strategies such as how to plan, monitor and evaluate their learning presentations of understanding 	<ul style="list-style-type: none"> EEF Rapid evidence assessment suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently. Prompting pupils to reflect on their own work or to consider the strategies they have used if they get stuck. 	<ul style="list-style-type: none"> Through teacher journal clubs Through the building learning power approach Through emotional coaching Through monitoring of engagement on Google classroom, seesaw and class dojo. Do all pupils understand how to improve their work and are able to organise their work effectively at school or at home. 	Mike Cooke Julia Scott	March 2021

	<p>describing their own progress</p> <ul style="list-style-type: none"> • Clear and strategic, whole-school online safety program (https://360safe.org.uk/accreditation/) allows students to be more independent and aware of their metacognitive behaviour with regards to online behaviour. 				
Total budgeted cost:					£8000
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?
Hybrid learning to maximise opportunities for catch up	<ul style="list-style-type: none"> • Create an ecology of resources that can be shared school wide To celebrate diversity of technologies and approaches at Plymouth Grove • creating a vision for blended learning at Plymouth Grove 	<ul style="list-style-type: none"> • EEF Rapid evidence assessment ensuring the elements of effective teaching are present with clear explanations, scaffolding and feedback and no difference between synchronous and asynchronous teaching. 	<ul style="list-style-type: none"> • Use of teacher journal clubs to develop hybrid learning provision • Development of the use of seesaw • development of the use of school cloud • development of the use of Google classroom • development of the use of class dojo • Use of loom videos for modelling and scaffolding 	Tom Mullins Jayne Butler	April 2021

	<ul style="list-style-type: none"> • Clear and strategic, whole-school online safety program (https://360safe.org.uk/accreditation/) allows students to be more independent and aware of their metacognitive behaviour with regards to online behaviour. • 		<ul style="list-style-type: none"> • Data related to remote learning access and quality of work produced. 		
Half day additional targeted support on a Friday afternoon	<ul style="list-style-type: none"> • To consider strategies which may provide a more flexible learning environment for those of different abilities 	<ul style="list-style-type: none"> • EEF Rapid evidence assessment suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently • Pupils are provided with support and guidance to use specific platforms 	<ul style="list-style-type: none"> • Monitor the amount of increased engagement in online learning • More pupils accessing remote learning when needed. 	Julia Scott	April 2021
NTP National Tutoring Programme	The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.	<ul style="list-style-type: none"> • To provide additional targeted support for identified pupils 	<ul style="list-style-type: none"> • Monitor progress through formative and summative assessments 	Mike Cooke	April 2021
Support for parents	Provide online meeting time for parents and teachers through the use of School cloud	<ul style="list-style-type: none"> • Lever 3: A transparent curriculum • Sharing with children how we are addressing gaps, consulting and 	<ul style="list-style-type: none"> • Training for staff and parents on the use of school cloud 	Mike Cooke	April 2021

		<ul style="list-style-type: none"> co-constructing with the pupils and parents Parents helping and supporting children with their learning. 			
Total budgeted cost:					£24 000

ADDITIONAL INFORMATION

The Recovery Curriculum: 5 levers

- Lever 1: Relationships
- Lever 2: Community
- Lever 3: Transparent Curriculum
- Lever 4: Metacognition
- Lever 5: Space:

Education Endowment Fund

- Supporting effective remote learning
- Metacognition and self regulated learning

Chartered College of Teaching

- <https://my.chartered.college/2020/03/online-distance-and-home-learning-selected-reading/>
- <https://my.chartered.college/resources/covid-19-support/>

Sutton Trust

- Home Learning Environment

- Case studies