COVID catch-up premium report 2021-22

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	197	Amount of catch-up premium received per pupil:	£33
Total catch-up premium budget:	£6200		

Children across the country have experienced unprecedented disruption to their education as a result of the COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The impact of lost time in education has been substantial, and the scale of our response must match the scale of the challenge. In effect, our children have missed almost two years of teaching time, which effectively means our Year 2 children have barely been to school before now.

The Covid pandemic has affected different the children at Aboyne in different ways. We know that some children have made good progress during the pandemic due to our remote offer alongside strong parental support at home. The result is that we have seen a gap emerging between children with lots of at home support and those children with not so much.

The overall aims of our catch-up premium strategy are:
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Support Early Reading/writing so that younger children have solid foundations to support their academic development.

Barriers to learning

The EEF have looked at the evidence from a number of sources, and concluded that there is a that school closures have had a significant impact on children's learning. There are two key patterns emerging:

- Pupils have made less academic progress compared to previous year groups.

- There is a large attainment gap for disadvantaged year groups.

The research is consistent with surveys of parents and teachers on access to education during the pandemic, which indicate disparities in access to technology and levels of parental support. The evidence suggested that younger pupils showed the highest drops in attainment.

From the perspective of our school, pupil progress meetings indicated that there were a significant number of children in Key Stage 1, many of whom had little to no teaching at school during the pandemic, were behind their expected progress levels in Reading, with writing being more of an issue in Key Stage 2. As a whole the picture for Maths at the school was more positive, although this does not match the EEF findings, after a DfE commissioned report found that Maths learning was particularly affected by the pandemic.

Academic barriers:	
A	Pupil progress reports show that not all children are making expected progress in KS1 currently in Reading.
B	Pupil progress reports show that not all children are making expected progress in writing in Key Stage 2.
C	The EEF have indicated that many children have made limited progress in Maths. This is reflected in our disadvantaged pupils progress reports in particular.

ADDITIONAL BARRIERS	
External barriers:	
D	The picture among pupils is that children with more support at home over lockdown have
E	Covid outbreaks in Year groups have meant that some children are continuing to miss time off school when needing to isolate.

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?

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?
To introduce the Read Write Inc phonic scheme into Rec & KS1	All KS1 & Rec children have an excellent knowledge of phonics which improves reading, writing and spelling outcomes for all. Children in Year 3 and 4 who have missed vital learning during the pandemic catch up and reading levels improve.	Numerous research has shown that quality early reading leads to better educational outcomes for children	Staff training in place Quality resources used. 6 weekly assessment reviews for pupils Weekly meetings with staff to review learning and good practice	NN	6 weekly
To continue the professional development of staff to ensure they are equipped with the knowledge and skills to support pupils academically and emotionally	All staff trained to recognize where children are struggling emotionally. Teaching staff are aware of current research in teaching and pedagogy All pupils are making good progress or better	Quality training for staff impacts on children's outcomes.	Staff training in place for inset and staff meetings Staff needs audited Staff meeting plan in place and shared with staff.	KS/HP	Half termly
				Total budgeted cost:	£4000

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?

Provide 121 or small group tutoring for children	Children who are not making good or better progress receive 15 weeks of tutoring. Children with gaps in their learning catch up with their peers	Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.	Staff all trained through DfE training course Meetings set up with class teachers for support Tutoring set up in house Pupils identified through pupil progress meetings	HP/RJ	Half termly
To provide emotional support to children who have experienced difficulties during the pandemic, so that they are ready to learn in the classroom	Identified pupils engage fully with the classroom learning and make progress in line with previous predictions. Children feel happy and safe at school Attendance among all children above National expectations.	Children who are in the right place mentally are in the best place to learn.	Teachers identify children who need support SENCo provides 121 support where needed such as drawing and talking sessions. Outside agencies involved where needed included Herts Mental Health team	RC	Half termly (and as referrals to SENCo are made)
			Total budgeted cost:		£2200
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?

Disadvantaged families receive support to get through school holiday	Families will receive food vouchers and additional support to help ease their financial burden (Govt funded)	Reduced family incomes and rise in the cost of living means that families are suffering from increased hardship.	Ensure that vouchers are supplied to families Advertise holiday camps for DA families such as the HAPPY scheme Maintain an open door policy for families and wider support network.	RJ	Every holiday
To ensure pupils have access to learning if they are self-isolating.	All children are able to access remote learning if isolating.	Evidence shows that pupils from disadvantaged backgrounds were less likely to have access to remote education due to a lack of devices at home.	Ensure that any children that have to isolate are able to borrow a lap top from school. Sheets to be printed off at school where needed so that families can access school work	HP	Dependent on outbreak scenario
				Total budgeted cost:	£0