



Sparsholt C of E Primary School

COVID-19 catch-up premium report 2020 – 2021

Due to the effects of the Covid-19 pandemic and the disruption this has caused to children's education, the Government have allocated 'Catch-up Funding' to try and support schools in addressing the issues that have arisen both academically and to support schools with the impact that this pandemic has had on children's mental health and well-being.

The total funding we will receive during this academic year is as follows:

| SUMMARY INFORMATION | | | |
|------------------------------------------|----------------|------------------------------------------------|-----|
| Total number of pupils on roll Oct 2020: | 130 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £10,400 | | |

The school will receive this funding in 3 tranches:

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|-------------|-------|
| Autumn 2020 | £2680 |
| Spring 2021 | £3390 |
| Summer 2021 | £4330 |

Written: November 2020 – E. Hanratty (Headteacher)

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| Reviewed and Updated by | Date: | Current Version |
| E Hanratty | March 2021 | Version 2 |
| | | |

Strategy Statement:

As a school, we understand the importance of looking at a child as a whole person. Our motto '*Dig deep and flourish with Courage, Compassion and Creativity*' provides the framework for education in our school. We are committed to providing the highest quality education for all our children regardless of background or barriers to learning in all aspects of school life.

This report outlines our priorities and how we are going to use these funds to support our pupils to ensure that the risk of any long term effects from this pandemic are removed or reduced significantly.

Background and Rationale:

Prior to schools returning in September, the teachers worked collaboratively to map out the teaching objectives that had not been taught due to partial school closures during the Summer term. These were mapped alongside the current year's objectives to ensure that children were taught the necessary building blocks to ensure that this year's learning had a secure foundation on which to be built.

On the return of all pupils in September, teachers used both formative and summative assessments to create a baseline for every pupil. The main focuses were Reading, Spelling, Phonics and Arithmetic Skills. From these assessments, children's needs were identified and individual targeted programmes of support created.

To support the needs identified, the school intends to use this funding to support the following areas:

Teaching

High quality teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. 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.

Pastoral Support

It is important that children have the opportunities to talk about their worries or concerns as often this in itself can be a significant barrier to learning.

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? |
| HLTA training for an LSA | HLTA will be able to provide high quality support within the classroom setting for pupils. HLTA will be able to lead the class whilst the class teacher provides targeted support to pupils. | EEF's COVID-19 support guide for schools <i>"Tuition delivered by qualified teachers is likely to have the highest impact."</i> | LSA will receive training for the role of HLTA. Baseline assessments taken in September and further formative and summative assessments undertaken will inform the required interventions for individual/groups of pupils | HT to ensure HLTA training is facilitated. | December 2021 – <i>HLTA training continuing with assessment against standards in March 2021.</i> March 2021 – <i>LSA qualified as HLTA.</i> |
| Use of HIAS English Consultant to support with the planning and teaching of high quality lesson sequences | Teachers will have a clear understanding of how to teach high quality sequences of lessons which incorporate elements of learning lost due to school closures | EEF's COVID-19 support guide for schools : <i>"Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable."</i> | Staff will attend training with HIAS consultants. English lead will undertake monitoring of the implementation of the recommendations and support where necessary. Progress of pupils will be tracked including book scrutiny, observations and pupil conferences. | English Lead (EH) | Spring 2021 |
| Use of HIAS Maths Consultant to support with the planning and teaching of high quality lesson sequences | Teachers will have a clear understanding of how to teach high quality sequences of lessons which incorporate elements of learning lost due to school closures | EEF's COVID-19 support guide for schools : <i>"Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable."</i> | Staff will attend training with HIAS consultants. Maths leads will undertake monitoring of the implementation of the recommendations and support where necessary. Progress of pupils will be tracked including book scrutiny, observations and pupil conferences. | Maths Leads (MM and CB) | Spring 2021 |
| Total budgeted cost: | | | | | £1890.00 |

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? |
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| Employ additional LSAs to support class teachers with the delivery of targeted interventions | Targeted interventions will close gaps in learning that have developed due to the partial school closures. Attainment and progress will be at least back in line with that prior to the start of the Covid 19 pandemic | EEF's COVID-19 support guide for schools <i>"Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial."</i> | Rigorous selection process to ensure new LSA has the necessary skills to support with targeted interventions. Training to be provided by class teachers and SENCO as needed. Monitoring of Intervention logs, book scrutiny, observations to ensure that interventions are targeted and high quality and pupils are making progress. | HT + Governors Class teachers and SENCO SLT | December 2021 – <i>Additional LSAs have ensured targeted support could be provided during the Autumn Term with internal monitoring and assessment showing good progress for targeted children. Due to further lockdown in January 2021 this will continue – Next review May 2021</i> |
| Employ additional Sports coaches to provide high quality sports teaching to enable teachers to offer targeted interventions to groups of pupils -content of interventions informed by Baseline assessments | Targeted interventions will close gaps in learning that have developed due to the partial school closures. Attainment and progress will be at least back in line with that prior to the start of the Covid 19 pandemic | EEF's COVID-19 support guide for schools <i>"Tuition delivered by qualified teachers is likely to have the highest impact."</i> | Baseline assessments taken in September and further formative and summative assessments undertaken will inform the required interventions for individual/groups of pupils Progress of pupils will be monitored by SLT to ensure that targeted interventions are successful in closing gaps. | Class teachers SLT | February 2021 <i>Due to January lockdown this has been postponed until the Summer Term 2021. Review May 2021</i> |
| Total budgeted cost: | | | | | £6470.00 |

| Other approaches | | | | | |
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| 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? |
| Ensure sufficient ELSA support is available within the school. | All pupils who are experiencing social and emotional barriers to learning have the opportunity to have targeted ELSA support | EEF's COVID-19 support guide for schools <i>"Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities"</i> | Ring fenced time will be allocated for ELSA provision. Time required to provide sufficient support will constantly be monitored by HT and SENCO to ensure the needs of all pupils can be met <i>Due to the further Lockdown in January 2021 increased support will continue through the rest of Spring Term and Summer Term with a dedicated ELSA being used for KS1 and one for KS2</i> | KB and SENCO | December 2021. Reviewed. <i>Review May 2021</i> |
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| Total budgeted cost: | | | | | £1500.00 |

ADDITIONAL INFORMATION

Sources used to support the use of the Covid 19 Catch up funding:

- Internal assessments
- Evidence from the EEF [families of schools database](#)
- [DfE's catch-up premium guidance](#)
- Results of staff consultation
- Guidance from LLP and HIAS