

Wootton Park School



Paper 195

Covid Catch-up

Premium Report

February 2021

Title of Paper: Covid Catch Up Premium Report

Decision Required: None

Executive Summary

This report offers an overview of the Covid catch-Up Premium spending.

The Coronavirus (COVID-19) catch-up premium grant was introduced in July 2020 and is allocated to schools to support pupils by tailoring the use of the funding to identified gaps to attainment. Additionally, the school has recognised the detrimental effects of school closures on our most vulnerable learners. This funding shall be used to support them to a greater degree. However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of pupils have been addressed.

School leaders and governing boards need to ensure that their school has deployed significant monitoring strategies to assess the impact of this strategy whilst also considering implementation of the strategies contained within. It is for the school to determine how best to use the funding - there is no prescription within allocations other than funding should not be simply added to the dedicated schools grant budget allocation in order to compensate for any recent financial cutbacks to schools.

School leaders and governing boards need to ensure that their school is publishing information to parents and carers about how Coronavirus (COVID-19) catch-up premium grant funding has been spent in its entirety and what the impact has been on learning, attainment and learners wellbeing and/ or pastoral care.

1. Implications

The following implications have been considered and the resulting impacts / risks are as follows:

Improving the Learner Experience	Effective use of the funding will aid learners in making the expected progress
Financial	Increased demand for resources may cause financial constraints
Safeguarding	
Equality and Diversity	
Health and Safety	

2. Release of Papers and Confidentiality Issues

The Northampton Free School Trust is committed to open and transparent decision making and therefore its policy is to minimise the restriction on the release of papers to situations where there is a justifiable need.

Part A: Recommendation:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | It is recommended that the paper be released following the meeting. |
| <input type="checkbox"/> | It is recommended that the paper be kept from publication following the meeting. |

Part B: Reason for Confidentiality:

	Personal information relating to a named individual or individuals
	Information provided in confidence by a third party who has not authorised disclosure
	Information where ongoing negotiations may be prejudiced
	Information where financial budgeting may be prejudiced
	Information regarding the School's financial position, where disclosure may harm it or its competitive position
	Information where a proposal concerning staffing matters are at an early stage of discussion
	Legal advice received from or instructions given to, the School legal advisers
	Information planned for publication in advance of that publication
	Information not otherwise covered above, but considered to be commercially sensitive

Covid Catch Up Premium Report

Executive summary

The school was partially closed and the majority of learners were learning remotely from late March last academic year. Remote learning went well, 90% of learners engaged effectively with the provision, but it is no substitute for the in the moment, live teaching and feedback that occurs in classroom environments. As a result, we saw a slight dip in attainment during the summer term. The dip grew the younger the cohort in question and the more significant the literacy needs. Parents and learners were often doing their very best but the nature of the situation inevitably lead to the school needing a catch up strategy.

Key elements of the strategy:

Staffing - additional staff were deployed in both the primary and secondary phase for one to one tutoring, mentoring and other interventions;

Curriculum - curriculum and phase leads reviewed and redrafted curriculum sequences to ensure all learners could catch up or recap in the classroom wherever possible;

Assessment - our assessment strategy for the start of the school term was rewritten;

Teaching and learning strategies - we adapted our processes to include renewed focus on content revision and knowledge acquisition; and

Intervention - targeted and wide ranging, interventions included one to one support and tutoring, small group support and tutoring, enrichment clubs and lunchtime revision clubs.

Impact:

AP2 (December 2020) suggested the school was well on the way to closing any attainment gaps that had appeared. Rigorous assessments of attainment had been conducted across phases, included a full round of GCSE mock papers, to ensure we had a really clear picture of the recovery. Please see the latest detailed data summary.

Funding:

Currently, our total expected funding will be £72,560.00.

Summary of spending:

Intervention/Cost	Value
Please note that all other costs (except resources) are costed from September to January (19 weeks) so these costs will increase.	
Contact and catch up calls	£ 4,057.83
EHA's	£ 850.01
Class support	£ 3,623.49
College transition	£ 2,584.84
Primary costs	£ 13,417.41
Staffing for full academic year	£ 49,195.00
Resources	£ 3,609.78
Total to December 2019	£ 77,338.36
Anticipated Government Funding	£ 72,560.00
Additional School spend to date	£ 4,778.36

Intervention/Resource	By whom	When	Additional Resources:	Impact/Evidence:
Strategic planning for the mitigation of the effects of COVID-19 on disadvantaged learners	CWo/JSt	Summer 2020	CWo/JSt time: Additional PP resources purchased:	School attendance was strong for the first two terms, sitting at 96% and significantly above national.
Recruitment of two additional teachers to reduce class sizes in EYFS/Year 1 and the salary implications of two additional primary teachers	DRo	Summer 2020	Appointment Process	EYFS Positive progress being made across GLD. Rapid progress in PSED and C&L Continued focus on prime areas facilitated by additional staffing Above national already in reading and maths Making good progress in writing, which continues to be a focus
Additional Year 2 SATs support for phonics/ English and maths	JP/KSm/RSI/HBe	September 2020	Dedicated spaces for use Staff members	96.7% pass in Phonics Screening Check. 49.2% making accelerated progress in reading. 52.4% making accelerated progress in writing.
1:1 reading support being carried out in all year groups.	Support Staff CT's	September 2020	Additional reading material purchased.	22.9% increase in learners at the expected standard or above in Year 1. 13.4% increase in learners at the expected standard or above in Year 2. 1.2% increase in learners at the expected standard or above in Year 3. 20.8% increase in learners at the expected standard or above in Year 4.
Additional reading assessment materials created to assess progress in reading on a 6-week basis.	KSm	September 2020	Cover to deliver tests	Learners are now clearly monitored to ensure that they are progressing through the reading stages.
Phonics and comprehension resources provided for learners to use at home.	KPa/KSm	September 2020	Reprographics Time Stationary packs	96.7% pass in Phonics Screening Check.
Online maths programme purchased (Times Table Rockstars)	CPa	September 2020	Login details sent home to parents	63.3% increase in learners working at the expected standard.
Support material (Twinkl Go and exercise books) to reduce gaps in learning for timetables.	JPa/KSm	October 2020	Exercise books Subscriptions	63.3% increase in learners working at the expected standard.
Appointment of Librarian (to support primary staff and provide additional time for interventions, to support secondary learners with independent study and act as academic tutor)	DRo	From Sept	Librarian: Appointment process costs:	Effective opening of library provision to all learners, in spite of challenges presented by COVID
Appointment of Cover Supervisor (to cover subject specialists in secondary phase during catch up time, ensure high quality lesson covers and act as academic tutor)	DRo	From Oct half term	Cover Supervisor: Appointment process costs:	Release of secondary specialists for intervention- which has supported positive progress including successful resit for 1/3 of cohort in English and data suggesting Y11 above national average for progress in the majority of subjects.
GL testing for Y7	GTr	October 2020	120 GL tests: Cover to deliver tests:	Accurate baselining possible to establish gaps.
Peer to peer tuition	JSt	From Sept	None	Increased effectiveness of silent study provision in Y11- take up from over 36% of the cohort
Move to Knowledge Retrieval for Home Learning	KWa	From Sept	Folders and additional printing:	Supported increased focus on knowledge
Successful application and distribution of learner laptops to support disadvantaged	KSm Dataspire	From Oct half term	Administration time	Engagement continued to be strong from learners self-isolating

Additional cleaning commitments for additional rooms	FHe	On going		Limited the number of cases in school
Additional catch up sessions in secondary phase	CL/subject teachers	Sept-Dec Weekly		Positive progress including successful resit for 1/3 of cohort in English and data suggesting Y11 above national average for progress in the majority of subjects.
Wellbeing provision throughout lock down, over the summer and additional support in school	CHa	On going		Learners better able to access the curriculum. Over 900 one to one sessions completed over the course of Term 1 and Term 2