

Covid-19 Catch-up Premium V5.5

GFM Primary Phase strategy 2020-2021

INTENT	
GFM Catch-up Premium in the Primary Phase INTENDS:	<ul style="list-style-type: none"> • To identify the effect of COVID-19 school closures on pupils' academic progress and mental wellbeing. • To reduce the negative impact COVID-19 closures have had on pupils' mental health and wellbeing • To provide high quality teaching for all, which enables all children to make progress. • To reduce the gaps in learning which may have developed or grown, during school closures. • To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.

COVID-19 catch-up premium funding: summary for the Primary Phase

SUMMARY INFORMATION			
Total number of pupils:	RJS: 218 GJS: 243 Total: 461	Amount of catch-up premium received per pupil:	£80.67
Total catch-up premium budget:	£37,188		



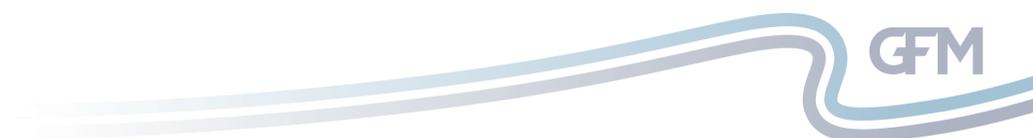
CORE APPROACHES	
Stages	Core approaches to be used
<ul style="list-style-type: none"> Stage 1 - Immediate responsive action (Summer 2020) 	<p>Additional support over the holiday periods, for targeted groups (including children categorise as PP and/or SEND and year 3 with need for additional transition opportunities) in the form of week-long activity camps</p>
<ul style="list-style-type: none"> Stage 2 - Analysis of emerging need 	<p>Diagnostic assessment of academic gaps. Diagnostic assessment of social and emotional needs.</p>
<ul style="list-style-type: none"> Stage 3 - Implementation of agreed strategies 	<p>EEF suggest strategies are grouped into these 3 categories:</p> <p>Tier 1 - Teaching & Whole school strategies Tier 2 - Targeted support Tier 3 - Wider Strategies</p>
<ul style="list-style-type: none"> Stage 4 - Measurement of impact of spend 	<p>Half termly summative assessment of progress:</p> <ul style="list-style-type: none"> - Renaissance (Reading and Mathematical attainment). - ImpactEd (social and emotional progress and need). - Monitoring and review of intervention records for individual children. <p>Financial review continual and reported to the Executive.</p>



ANALYSIS OF EMERGING NEED	
Academic barriers:	External barriers:
Gaps identified in mathematical understanding	Poor attendance online (not linked to access to IT)
Reading levels and comprehension abilities have dropped	Low mental well-being and confidence in social settings.
	Family illness and bereavement causing nervousness and anxiety

Implementation and impact of agreed strategies

TIER 1 - TEACHING AND WHOLE SCHOOL STRATEGIES continued			
Identified pupil group	All pupils	Cost	Impact Ed - trial - free
Intent	Anticipated impact	Actions	Rationale
Identify gaps in pupil's attainment and areas of misunderstanding.	<p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>Use standardised assessments (Renaissance) to effectively identify areas of learning that have misunderstood or forgotten.</p> <p>Use assessment tool ImpactEd to effectively identify areas of social and emotional need and issues regarding mental wellbeing.</p>	<p>EEF: Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. 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.</p>



Evidence of impact

END Autumn 2021:

ImpactEd data at the end of the autumn term indicated that meta-cognition significantly increased across the primary phase by **+3.3%** (RJS +4.4 GJS +2.2).

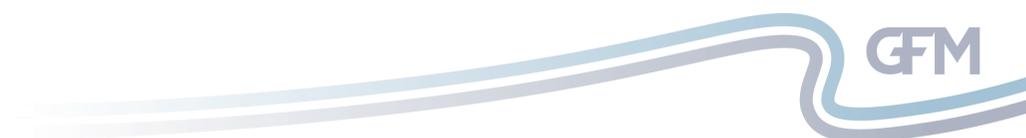
Across the Primary Phase , Covid-19 index(readiness for learning) scores have increased by **+1.75%** (RJS +1.7% GJS +1.8%)

As a result of targeted support, the scores in year 6 on the Covid-19 index (readiness for learning) significantly increased by 3.8%.

Gomer	Autumn 2020-21			Spring (from March - to end of academic year)		
	Baseline	Final	Overall change	Baseline	Final	Overall change
Well-being	3.40	3.43	1.2% ↕	3.33		
Covid-19 Learning Index	3.40	3.46	1.7% ↕	3.50		
Anxiety	2.42	2.55	3.8% ↕	2.71		
Meta-cognition	3.28	3.38	2.2% ↕	3.40		

Rowner	Autumn 2020-21			Spring (from March - to end of academic year)		
	Baseline	Final	Overall change	Baseline	Final	Overall change
Well-being	3.28	3.27	0.1 ↓	3.20		
Covid-19 Learning Index	3.25	3.33	1.8 ↑	3.30		
Anxiety	2.71	2.69	0.5 ↑	2.88		
Meta-cognition	3.19	3.35	4.4 ↑	3.35		

TIER 2 - TARGETED SUPPORT			
Identified pupil group	All pupils who have made no or slow progress during CoVid Lockdown scenarios to receive small group intervention for 20 - 30 mins per week with their qualified class teacher.	Cost £13, 340	<u>LEGO STEM sessions and kit</u> £10,000 <u>Premier Sports</u> £3100 <u>Dance Coaching</u> £240 8 x online sessions @£30 (recorded for additional use)
Intent	Anticipated impact	Actions	Rationale
<p>Improve progress and attainment in core subjects where gaps have grown or developed during lockdown</p> <p>Improved mental wellbeing across the Primary Phase that will enable pupils to be 'ready to learn'</p>	<p>Improved progress and attainment in Reading, writing and maths from those children assessed to have been negatively academically affected by the lockdown. Assessments gathered through Renaissance and teacher intervention records.</p> <p>Improved mental wellbeing and physical well-being - opportunities for additional sporting activities as well as. Assessments gathered via ImpactEd.</p> <p>Apply Engineering Habits of Mind and Learning Powers to support improved mental wellbeing</p> <p>Development of pupils' STEM skills in DT and Computer science subject areas.</p> <p>Increase and update of LEGO resources to retain and use in future DT and IT curriculum lessons.</p>	<p>Teacher to have opportunities to work with small groups of pupils/1:1. Classes to be led by specialist, freeing up teacher, during the school day This is to be facilitated through the following:</p> <p><i>1 x LEGO Trainer to lead STEM and IT sessions (Stephen Shaw - stephengshaw@icloud.com)</i></p> <p><i>1 hour lego session per class, 3 year groups per half term from Spring 2 2021</i></p> <p><i>Specialist dance coaching used to teach all pupils in specialist fitness sessions. Recorded for additional use</i></p> <p><i>Premier Sports Coaching/GFM PE</i></p>	<p>EEF: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>EEF research on the impact of school closures on pupils transitioning from KS1 to KS2, highlights that Year 2 pupils' attainment in reading and maths was significantly lower in autumn 2020 compared to a standardised sample from 2017; representing a Covid-19 gap of around two months' progress.</p>



	Dance resource of 8 sessions - recorded for future use and use across the primary phase online learning platforms.	<i>staff used to teach all pupils in specialist fitness sessions.</i>	
Evidence of impact			
<p>Reading - 7% increase in children achieving ARE during the Spring term across the Primary Phase 64% ARE</p> <p>Writing - 5% increase in children achieving ARE during the Spring term across the Primary Phase 49% ARE</p> <p>Maths - 4% increase in children achieving ARE during the Spring term across the Primary Phase 64% ARE</p> <p>Pupils across the primary phase reported that because they had the opportunity to frequently work with their adults in small groups/1:1, it helped their learning</p> <p>78% of pupils across the primary phases, specifically said that having an opportunity to work through either their maths or English has helped them since returning to school.</p>			

TIER 2 - TARGETED SUPPORT Continued			
Identified pupil group	<p>Readers who have had reduced time to read at home and have declined in their reading ability and are below ARE.</p> <p>RJS: Targeted after school reading groups led by trained member of staff</p> <p>RJS + GJS: Use of 6th Form tutors to support mentoring of readers in year 5, Summer 2, 2021.</p>	<p>Cost</p> <p>£600</p>	<p>£600</p> <p>Overtime</p> <p>1 adult 2x 45 minute sessions</p> <p>1 adult 3x 45 minute sessions</p> <p>Blended learning mentors (6th Formers) - FREE</p>
Intended aim	Anticipated impact	Actions	Rationale
Improve progress and attainment in	Renaissance scores in reading will	Targeted after school reading groups in addition	Renaissance reading scores indicated that pupils reading



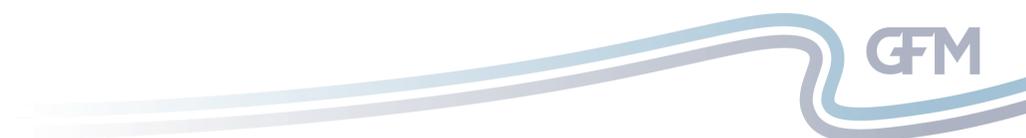
reading.	<p>improve from their baseline.</p> <p>Pupils will be able to read more fluently and be able to understand more of what they read, closer to their ARE.</p>	<p>to the school day (Rowner).</p> <p>Use of online programmes to support leveled reading programmes: -Oxford Owl -Rapid Reader</p> <p>Use of 6th Form Trained mentors in SUMmer 2, to support fluency in reading in year 5 in both primaries</p>	<p>scores had decreased significantly in comparisons with results taken at the same time in previous years</p> <p>ImpactEd data/pupil responses indicated that pupils found reading significantly harder during the first lockdown.</p> <p>EEF research on the impact of school closures on pupils transitioning from KS1 to KS2, highlights that Year 2 pupils' attainment in reading was significantly lower in autumn 2020 compared to a standardised sample from 2017; representing a Covid-19 gap of around two months' progress.</p>
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Evidence of impact

Reading - 7% increase in children achieving ARE during the Spring term - across the Primary Phase 64% of children are ARE in reading
As a result of targeted tutoring sessions, reading ages in year 6 increased by 8months in a 2 month period.

TIER 2 - TARGETED SUPPORT Continued

Identified pupil group	Children from ALL year groups identified as making less progress in core subjects than their peers (Renaissance and NFER assessments)	Cost £10,000	£10,000 (revised amount inc of year 6) £25ph
Intent	Anticipated impact	Actions	Rationale
Enable class teachers time, in addition to the school day, to mentor children in their class in core subjects.	Improved progress and attainment in Reading, writing and maths from those children assessed to have been negatively academically affected by the	<p>Assessments to be undertaken to identify gaps in learning to enable effective tutoring</p> <p>Class teachers provide targeted tutoring to those pupils identified in diagnostic tests as requiring</p>	EEF: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.



	lockdown.	additional support, in addition to the school day 4 x 30 mins sessions for 4 pupils per session before or after school to suit child and family needs.	
Evidence of impact			
<p>Reading - 7% increase in children achieving ARE during the Spring term across the Primary Phase 64% ARE Writing - 5% increase in children achieving ARE during the Spring term across the Primary Phase 49% ARE Maths - 4% increase in children achieving ARE during the Spring term across the Primary Phase 64% ARE</p> <p>GJS = 68% of children have achieved above their set target across the curriculum.</p>			

TIER 3 - WIDER STRATEGIES			
Identified pupil group	Year 6 at GJS who have been emotionally affected by the lockdown and need strategies to support their positive mindset to enable them to be able to focus more effectively	Cost £960	£960
Intended aim	Anticipated impact	Actions	Rationale
To provide pupils with support to achieve emotional wellbeing and deal with trauma effectively.	<p>Enable year 6 pupils to develop strategies to support them with their emotional wellbeing.</p> <p>Increased opportunity to take part in relaxed, creative sessions where children can talk openly and display their emotions creatively.</p>	8 x 1 hour sessions to improve emotional wellbeing through Saltwater Creations and accredited therapist	This cohort of children received a wellbeing session using the same resources, in their previous academic year, due to the significant emotional support required for this particular cohort and their individual circumstances. These sessions build on the previous sessions and support continued positive mindset and emotional well-being.



Evidence of impact
As a result of targeted support, the scores in year 6 on the Covid-19 index (readiness for learning) significantly increased by 3.8%.

TIER 3 - WIDER STRATEGIES			
Identified pupil group	From September - July 2020 year 5 and 6 Ongoing 2021 / 2022 - Year 3-6	Cost	Bedrock - Cross MAT quote
Intended aim	Anticipated impact	Actions	Rationale
To provide pupils with support to improve their literacy and vocabulary, after an identified dip in attainment in these areas since lockdowns.	Children across all stages of Primary learning will make improvements in their attainment in literacy.	Vocabulary intervention - Annual subscriptions to Bedrock Learning online platform for all year groups	System is suitable for students of all abilities as it is tailored to individual learning levels and adapts to each student's pace. Uses spaced learning to ensure long-term memory retention. The programme is online so therefore can be continued to be used at home, for homework or in further lockdowns / isolation episodes.
Evidence of impact			
Children using the programme have demonstrated a 39% - 236% increase in the amount of words they know, understand and use, than when they started using the programme in September.			

TIER 3 -TEACHING AND WHOLE SCHOOL STRATEGIES			
Identified pupil group	Vulnerable children / PP register / SEND Pastoral and SEND records, and family links information.	Cost £12, 160	£3900 (2 x £1950) Summer 2020 £1440 Easter holiday camps RJS £720 (2x £360) Whitson half term mornings 2021 £10,000 (2 x £5000) 4 weeks x 10 additional sessions in each school
Intent	Anticipated impact	Actions	Rationale
<p>Provide Transition support for children who will have been adversely affected by CoVid-19 disruptions.</p> <p>To ensure the safety and well-being of our most vulnerable individuals through enrichment opportunities.</p> <p>Improve confidence and wellbeing of pupils before their return to school.</p>	<p>Pupils will be able to access a safe and emotionally enriching environment during and after long periods of time away from school. This will provide variation, ability to apply safeguarding monitoring and support respite for some families in need.</p> <p>Pupils will show improved well being and lower levels of anxiety at transitioning back to school / a new year group.</p> <p>Pupils will feel confident to begin to build relationships with other pupils within their year groups as well as key adults.</p>	<p>Enrichment opportunities during holiday periods to enable more vulnerable children to access safe environments and activities, plus the care and support of adults.</p> <p>Summer holiday camps 1-2 weeks 2020 Summer holiday camps 4 weeks 2021 (30 FSM places funded - additional 10 places from Covid Premium in each school) total 40 spaces per day.</p> <p>Using Premier Sport and key adults in new year groups.</p>	<p>ImpactEd assessments from autumn 2020, indicated that those pupils who had transitioned from KS1 & KS2 had higher levels of anxiety and scored lower on well-being.</p> <p>EEF: indicates that providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.</p> <p>EEF: Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</p>
Evidence of impact			
<p>Attendance 20/21 GJS = 97.5%</p> <p>Attendance 20/21 RJS = 94.6%</p>			



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*A significant increase in levels of Anxiety after a term of returning to school, was identified nationwide.

ADDITIONAL INFORMATION

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