

Smith's Wood Primary Academy

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	410	Amount of catch-up premium received per pupil:	£80
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STRATEGY STATEMENT

• **Smith's Wood Primary Academy catch-up priorities**

- Provide high quality first teaching to ensure that pupils access key learning missed during lockdown
- Reinstate clear routines in terms of learning, behavior and attendance to ensure any negative implications are reduced
- Closely tailor interventions in every year group to ensure that all pupils make rapid progress
- Identify and target pupils who may be struggling with their mental health

• **Smith's Wood Primary Academy core approaches to be used**

- Reduced group sizes for Maths, Reading, Writing & Phonics delivered through use of additional teaching staff
- Behaviour & Attendance
- Review of intervention system for identifying and providing pastoral support for identified vulnerable pupils

• **Overall aims of Smith's Wood Primary Academy catch-up premium strategy**

- To raise the attainment of all pupils to close the gap created by COVID-19 school closure
- To reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in Smith's Wood Primary Academy
- To provide enhanced quality first teaching to ensure pupils make rapid progress

Total catch-up premium budget: £32 800

Summary of main barriers to learning

- Deprivation levels are high within the locality with approximately 51% of pupils entitled to a Free school Meals.
- Children enter school, on average, well below the expected levels.
- Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to the school, alongside social and emotional development.
- Levels of Special Educational Needs are above national average, with a large proportion of pupils requiring S&L tailored support
- There are relatively high numbers of pupils with social and emotional issues.
- Persistent drive for high standards of attendance is a longstanding issue in the area and continues to be an area to target annually in the school.
(note that attendance reached 96.1% in 2018-19, in line with National and was on course to be in line with National in 2019-20)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low standards on entry, particularly in terms of Literacy & Maths, resulting in catch up strategies needing to be employed in each year group
B	Lack of wide personal development opportunities offered, which enhance current curriculum provision
C	Pupils social & emotional needs, preventing them from accessing academic provision

ADDITIONAL BARRIERS

External barriers:

D	Deprivation levels- over 50% of pupils eligible for FSM
E	Historically low perception from parents on the importance of attendance. This includes historic levels of persistently absent pupils
F	Low parental aspirations and levels of parental academic ability

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	Identified individual Actions	Success Criteria	Staff lead	When will you review this?
Implement additional small group sizes for Reading, Writing, Maths & Phonics across all year groups	Gap in pupils learning closed, as evidenced through analysis of baseline standardised scores compared with termly analysis	<ul style="list-style-type: none"> • Additional teacher employed each day for the Aut term to deliver targeted support (£11380) • Additional teacher employed for 3 morning per week to deliver additional phonics support (£1850) 	<ul style="list-style-type: none"> • Data outcomes & analysis show pupils making 'at least' expected steps of progress • Gap between attainment of PP and Non PP pupils minimal • Year 2 phonics screening results show at least 80% pass rate in Nov 2020. To be at least 90% overall by June 2021 	DG/ VH Core subject leaders	January 2021
Additional staff CPD to review teaching sequences & planning in order to provide tailored lessons to target identified gaps	SWPA planning adapted to reflect identified 'catch up' curriculum for all phases of pupils	<ul style="list-style-type: none"> • Core subject leads to review delivery of key skills • Provide staff in all phases with key skills for identified year groups • Time planned in to INSET to review planning and amend • ST to review delivery of non-core subjects with subject leads • Sequences of lessons planned in all subjects, as overseen by ST 	<ul style="list-style-type: none"> • Catch up curriculum evident in each year group, as evidenced through planning and outcomes in books • Key skills targeted through quality first teaching as evidenced through monitoring & evaluation 	ST Subject leads	October 2020 December 2020 February 2021 April 2021 June 2021

<p>Reading, Writing, Maths & Phonics additional interventions across all year groups</p>	<p>Gap in pupils learning closed, as evidenced through analysis of baseline standardised scores compared with termly analysis</p>	<ul style="list-style-type: none"> • Additional teacher employed for 3 morning per week to deliver additional phonics support (£5550) • Identified members of staff in each year group to deliver targeted interventions- evidenced through half term intervention timetables • Additional hours for 1:1 phonics teaching increased (£4050) 	<ul style="list-style-type: none"> • Data outcomes & analysis show pupils making 'at least' expected steps of progress • Gap between attainment of PP and Non PP pupils minimal • Year 2 phonics screening results show at least 80% pass rate in Nov 2020. To be at least 90% overall by June 2021 	<p>VH/ ST</p> <p>AP phonics</p>	<p>October 2020</p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>June 2021</p>
<p>Design, review and implement remote learning opportunities to ensure quality teaching & learning is delivered remotely</p>	<p>Pupils at SWPA continue to receive 'Outstanding' Teaching & Learning provision remotely</p>	<ul style="list-style-type: none"> • Work with identified schools to review and develop provision for remote learning • Develop policy & provision for each phase at SWPA- audit parent and staff views • Staff release to pre-record PE lessons for each phase (£1111) • Ensure printed packs of work available for parents to supplement online learning and virtual learning opportunities provided (£1000) 	<ul style="list-style-type: none"> • 100% of SWPA pupils access offer of remote learning • Staff review and respond to remote learning within timescales for normal school policies • No specific gaps identified for pupils returning from periods accessing remote learning • Remote learning offered reflects the 'Outstanding' curriculum offer being delivered daily in school 	<p>VH/ PW/ DM</p>	
<p>Total budgeted cost:</p>					<p>£21 980</p>

Targeted support					
Action	Intended outcome	Identified individual Actions	Success Criteria	Staff lead	When will you review this?
<p>Provide extensive personal development opportunities for all pupils at SWPA</p>	<p>Enhanced wellbeing of pupils is reflected on engagement with the curriculum including remote education.</p> <p>Rich experiences, which are coherently planned, strengthen our offer for disadvantaged/vulnerable pupils to receive multi layered benefits of participation.</p>	<ul style="list-style-type: none"> • Reconfigure the school counselling and support structure to reflect the needs of returning pupils. • Fully embed a new house system with a multi pillared approach to providing extra-curricular opportunities to ALL pupils across school. • Re-design the Behaviour Policy to ensure it reflects the requirements of compliance with school Covid-19 protocols. • Provide a secondary spine to remote education that reflects the pastoral/enrichment requirements of remote learners. • Re-develop and enhance reward systems to capture equal opportunities for in-school and remote learners. • Track data closely correlated to pastoral factors for vulnerable pupils returning to school. • Ensure that all pupils identified as SEN receive 	<ul style="list-style-type: none"> • New referral criteria in place for school counselling systems. • New assessment priority system developed and utilised to identify the most vulnerable pupils. • Mental Health First Aider deployed to ensure complete coverage of all identified pupils in need. • Full coverage of an enhanced extra-curricular calendar providing opportunities for 100% pupils to engage in competition/participation. • Updated behaviour policy embedded within the practice of all staff indicating a reduction in negative occurrences by at least 5% • Pre-recorded physical sessions, assemblies, daily challenges and social opportunities offered to remote learners. • New reward systems increase positive behaviours and impacts positively on 	<p>NH/MT/VH</p> <p>All Staff</p>	<p>October 2020</p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>June 2021</p>

		<p>targeted support to remove any barriers for future attainment. (£3900)</p> <ul style="list-style-type: none"> • Reflecting upon the intentions of a Covid safe curriculum delivery model provide extensive opportunities for pupils to engage in an outdoor curriculum offer. (£2000) 	<p>attendance (above or in line with national average) and punctuality occurrences to be in line with or better than national averages.</p> <ul style="list-style-type: none"> • Pastoral tracking data for vulnerable pupils reflects key analysis for further targeted support but also highlights improvements as a result of support interventions. 		
			<ul style="list-style-type: none"> • All EHC children present in school accessing a reviewed curriculum offer • 1-2-1 teaching and support offered for most vulnerable pupils (TS/IK) 		

<p>Provide enhanced inclusion support for vulnerable pupils</p>	<p>Identified pupils make the expected progress in terms of academic achievement and pastoral interventions through targeted support</p>	<ul style="list-style-type: none"> • Provide free breakfast provision, within class bubbles, for pupils who require it. Target individual pupils, through inclusion support to attend. (£5980) • Closely track the outcomes of identified vulnerable pupils, through both internal academic and pastoral school tracking systems • Increase counselling provision for identified vulnerable pupils • Use CSAWs to identify and track pupils with attendance concerns • Offer remote pastoral provision for pupils needing to self-isolate through NH 	<ul style="list-style-type: none"> • All SWPA pupils have access to a free breakfast • Identified pupils show minimal gaps in learning in comparison to peers • Pastoral tracking shows improved outcomes for identified pupils • Vulnerable pupils able to access pastoral emergency pastoral interventions within 5 days of referral • Attendance tracking shows improvement for targeted pupils • Vulnerable pupils access pastoral remote support if required during self-isolation 	<p>DG/ NH/MT/VH/ PK/ LO</p> <p>CB/ CI/ EW</p>	<p>October 2020</p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>June 2021</p>
<p>Total budgeted cost:</p>					<p>£11 880</p>
<p>Total predicted cost of Covid Catch Up support & interventions:</p>					<p>£33 860</p>