

Archbishop Benson School - COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	416	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33200		
Additional School Improvement investment	£11,614		
The COVID catch-up funding (in block green) will be underpinned by our School Improvement funding (in block blue) for this year			

STRATEGY STATEMENT

At Archbishop Benson School, this money will be used in order to provide:

- Curriculum resources and materials that support “catch up” and the mental health & wellbeing of our pupils.
- Additional support staff to consolidate the learning outcomes of children who have been identified as needing “catch up” in their learning.

There are three broad aims for “catch up” at Archbishop Benson School:

- Year 1: To identify and support pupils with the capacity to make sufficient accelerated progress to ensure that the cohort ends 2020/21 regaining the proportion of them who were previously at the expected standard in that cohort.
- Year 2 & 6: To increase the proportion of children in each year group achieving expected standards and close the gaps with pre-Covid national averages.
- All year groups: To invest in additional resources & staff training to implement targeted intervention to address identified gaps in phonics & spelling across the year e.g. Fresh Start intervention
- To ensure the mental health and wellbeing needs of our pupils are met and supported by the school.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year’s census and we predict Archbishop Benson School will be in receipt of £33,200 (415 x £80). To support us in making the best use of this funding, we will use the Education Endowment Foundation’s (EEF) support guide for schools with evidence-based approaches to catch up for all pupils.

Catch up at Archbishop Benson School is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal formative & summative assessment
- Analysis of family & pupil engagement levels in learning in lockdown 3
- EEF guidance to school
- Staff, pupil and parent consultation
- Attendance records

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (These barriers relate to issues which can be addressed effectively within school such as low levels of literacy/maths)

As a result of both full and partial lockdowns in the last 12 months as well as partial school-re-opening in the Summer 2020 term and in the first half of Spring term 2021, there has been a variation in

- what children (KWC & vulnerable children) in school and children at home have experienced in terms of teaching and learning since March 2020.
- the levels of engagement in home learning & remote learning by families & pupils right across the school

This variation has resulted in learning gaps in (a) age-related knowledge and skills acquisition and (b) pupil attitudes to learning and behaviour for learning

A	Learning gaps in phonics & spelling development within cohorts, groups & individuals based on Read, Write Inc (RWI) assessment & teacher assessment against phonic phases and age-related NC spelling lists
B	Learning gaps (including reading stamina) identified in Reading within cohorts, groups & individuals as a result of PIRA & teacher assessment against NC strands
C	Learning gaps identified in Maths within cohorts, groups & individuals identified as a result of PUMA & teacher assessment against NC strands
D	Learning gaps (including writing stamina) identified in Writing within cohorts, groups & individuals as a result of assessment of cold/distance writing tasks against NC strands

ADDITIONAL BARRIERS

External barriers: (These barriers relate to issues which require action outside school such as home learning environment, behaviour and low attendance)

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?
D	Need for greater engagement between home and school to support pupils with SEMH needs which are impacting on their readiness to learn and make accelerated progress e.g. anxiety, behaviour for learning, attitudes to learning				
E	Need for greater engagement between home and school with weekly homework activities included MyON & Accelerated Reader online programmes				

<p>A whole-school focus on embedding our CHAIN curriculum</p> <p>Continued investment in termly Blue Skies planning days for partner teachers (£4914)</p>	<p>A broad, and engaging curriculum “that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life”</p>	<p>DfE National Curriculum guidance confirms that a broad & engaging curriculum which is well-planned and delivered will enhance the impact of Quality First Teaching for all pupils & pupil groups and will support accelerated progress.</p> <p>We will also be able to identify where the gaps are in the key concepts and knowledge that we are teaching</p>	<p>Ongoing monitoring, evaluation and review of Medium Term Planning & pupils’ learning by SLT & Core Leads</p>	<p>Carolyn Power, Curriculum Lead</p>	<p>Half-termly</p>
<p>Programme of evidence-informed CPD for teachers and support staff on Quality First Teaching linked to</p> <ul style="list-style-type: none"> - evidence/feedback from phase leaders - feedback from teachers from low-stakes assessment - weekly class visits - gaps identified from BoY benchmarking assessment & Core Lead monitoring 	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>The vast majority of drop-in monitoring is rated “green” for QFT strategies, reflecting CPD input</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states that 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</p>	<p>Our AHT (Assistant Headteacher) is responsible for coordinating our weekly staff training/meetings and for ensuring that it links to our SIP priorities as well as other school needs that arise during the course of the year.</p>	<p>David Galler. AHT</p>	<p>Ongoing as part of SLT discussions</p>
<p>CPD for teachers and support staff on developing a whole school approach to the development of pupils’ metacognition skills</p>	<p>Staff and pupils are aware of and engaging with the key elements of self-regulated learning</p> <ul style="list-style-type: none"> - Cognition - Metacognition - Motivation 	<p>EEF states metacognition strategies as a proven key strand of QFT</p>	<p>Our UKS2 (upper key stage 2) phase leader is leading our long-term focus on the use of metacognition within our whole-school approach to Teaching & Learning</p>	<p>Jen Barnard, UKS phase leader</p>	<p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review</p>
<p>Investing in high quality, consistent nationally baselined assessment process (PIRA & PUMA) for Reading & Maths Training for staff</p> <p>Updated version of PIRA & PUMA online assessment packages</p>	<p>Routine, ongoing formative assessment, frequent low stake testing and targeted feedback to ensure all pupils, in particular disadvantaged pupils & bottom 20%, experience success and celebrate the acquisition of knowledge.</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states that “high quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned”</p> <p>Standardised assessments in literacy or numeracy can be used effectively to identify pupils who would benefit from additional catch-up support.</p>	<p>Our Phonics, Reading & Math Leads have dedicated leadership time to monitor and review assessment processes and related data, including through leading related Pupil Progress Meetings, and will use this information to guide the work of the COVID catch-up HLTAs & our Pupil Premium HLTA</p> <p>The Writing lead provides similar support using NC objectives and illustrative moderation samples for benchmarking.</p>	<p>Anita Fleet Reading Lead</p> <p>Karen Phillips, Maths Lead</p> <p>Sara Tangye Phonics lead</p> <p>Mark Thomas Writing Lead</p>	<p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review and termly Pupil Progress Meetings</p>

Quality feedback to pupils Use of DMG (Distance Marling Grids) by teachers & TAs		<i>EEF COVID 19 Support Guide for Schools</i> states that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.			
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Additional investment in Recovery Curriculum planned in English in Maths – investing in & embedding well sequenced, purposeful learning schemes:

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?
<p>Maintaining pupil access to technology to enhance learning & progress: Allocation of new DfE laptops and ipads to classrooms to support with pupil access t& engagement with: - phonics acquisition - MyON & Accelerated Reader - Times Tables Rockstars, UKS2 IXL - EHCP targets - live online catch-up sessions with teachers and HLTAs who would otherwise be shielding</p>	<p>Class diagnostic AR reports will show increased levels of pupil quizzing, especially among hard to reach children/families, as a result of pupil access to class laptops & school ipads PUMA results & teacher feedback at PPMs will confirm positive impact of daily class access to Maths fluency programmes Utilising shielding staff remotely via live online sessions enables more pupils to receive catch up</p>	<p>EEF research states 79% of pupils require a computer for at least half of the work provided by schools. Targetted academic support where TAs/HLTAs additional adults “deliver high quality interventions, which compliment the work of the teacher, is a “best bet” – EEF. “Small group tuition is effective; generally, the smaller the better” – the live remote sessions are 1-1 with the teacher.</p>	<p>Our Phonics, Reading, Writing & Maths Leads have dedicated leadership time to monitor and review cohort/class/pupil progress and to engage in professional dialogue with class teachers through half-termly Pupil Progress Meetings Phase Leaders are co-ordinating and monitoring the day-to-day access to and effectiveness of interventions within their areas of the school.</p>	<p>Sara Tangye, Phonics Lead Anita Fleet Reading Lead Karen Phillips, Maths Lead Phase Leaders JB, HTB, JK</p>	<p>Fortnightly Class AR diagnostic reports Termly PIRA & PUMA data Half termly until shielding staff return to on-site roles.</p>
<p>Catch-up focus within new whole-school RWI phonic framework: Further staff training Development of Reading Experts to support Phonic & Reading leads Accurate post-lockdown phonic assessments & new phonic groupings Effective use of RWI data tracking RWI annual cost £3200</p>	<p>RWI assessment data & teacher feedback at PPMs will confirm positive impact of effective initiation of RWI as our phonics teaching & learning scheme By targeting gaps precisely, children will be of the same standard as if they had taken the Y1 phonic screening check.</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states that the core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p>	<p>Our Phonic Lead has allocated leadership time to monitor and review RWI formative & summative assessment process and related data and will use this information to guide the work of the COVID catch-up HLTAs & our Pupil Premium HLTA with phonic catch-up work Our Phonic Lead will work with KS1 COVID HLTA to monitor information from new Intervention Tracking forms</p>	<p>Sara Tangye, Phonics Lead</p>	<p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review and termly Pupil Progress Meetings</p>

<p>Catch-up focus within new whole-school Reading framework:</p> <p>fortnightly tracking of KS2 pupil engagement with Accelerated Reader using diagnostic AR assessment reports</p> <p>Accelerated Reader/MyON cost £3500</p>	<p>Class diagnostic AR reports & AR STAR reports will show increased levels of pupil quizzing, especially among hard to reach children/families, as a result of teacher & TA targeted support and conversations with specific pupils & parents</p> <p>Staff in Years 3-5 are more accurately able to identify those needing intervention to be successful in Y6 SATS and provide it in a timely manner.</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states that the core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p>	<p>Reading lead will work with & train JS, KC & class teachers to routinely use fortnightly diagnostic AR reports & STAR reports to engage in effective conversations with pupils & parents to raise & maintain pupil engagement with reading & quizzing</p> <p>Our Reading Lead will work with LKS2 & UKS2 COVID HLTAs to monitor reading information from new Intervention Tracking forms</p>	<p>Anita Fleet Reading Lead</p>	<p>Fortnightly Class AR diagnostic reports</p> <p>Use of new AR Excel tracking sheet for bottom 20" readers</p>
<p>Catch-up focus revised Talk for Writing whole-school approach to writing:</p> <p>For classes to promptly resume Talk For Writing (our whole-school approach to writing) and to have completed a writing unit before the Easter.</p> <p>For teachers to have identified Writing units and skills missed during the lockdown period (even if covered by some as part of remote learning) and to plan how missed learning can be integrated into spiral approach within Talk for Writing across remaining three half-terms</p> <p>Focus on improving writing stamina, basic letter formation, handwriting and SPaG skills through precisely targeted Covid HLTA interventions in each phase.</p>	<p>Moderation of pupils' writing confirms that children are steadily and progressively rebuilding their writing stamina and revising their knowledge and skills within handwriting, sentence structure, punctuation etc.</p> <p>Pupils' independent and cross curricular application of skills reflects school policy, age related expectations and input from HLTA catch-up sessions.</p>		<p>Monitored and supported by the Writing Lead, class teachers set SMART targets and use the intervention impact logs to set programmes for the HLTAs. Phase Leaders to support and monitor within own areas. Interventions to be formally evaluated before being repeated with subsequent groupings.</p> <p>Writing lead to arrange half-termly writing moderation opportunities within school.</p> <p>Evidence will include pupils' work demonstrating a consistent, whole-school focus on the build-up of Writing skills using revised marking ladders within units of writing, evidence of pupil progress within end-of unit writing tasks over next 3 half-terms</p>	<p>Mark Thomas, Writing Lead</p>	<p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review and termly Pupil Progress Meetings</p>

<p>Catch-up focus within whole-school use of White Rose scheme of learning:</p> <p>To prioritise planning of White Rose Maths blocks according to those missed during this academic year and the last, looking at where topics appear again, and where they can be linked with others</p> <p>For teachers to use planning advice from and evaluation documents produced by the NCETM (National Centre for Excellence in the Teaching of Mathematics) for support in this.</p> <p>For teachers to identify and teach the 'Ready-to-Progress' criteria in all areas but particularly for those topics that have been missed.</p>	<p>Effective use of NCETM 'Ready-to-Progress' criteria & White Rose progression documents results in:</p> <ul style="list-style-type: none"> *Teachers continuing on current path for delivery of WR learning blocks *Teachers maximise the cumulative WR curriculum structure to teach/re-visit blocks 'missed' (during lockdown). *Potential barriers for learning are identified and addressed in planning *Teachers use the small steps of learning (within WR documents) to help with planning adaptations. *Maximum opportunities are created for interaction and formative assessment 	<p>https://www.ncetm.org.uk/classroom-resources/curriculum-prioritisation-in-primary-maths/</p> <p>Moving on from the pandemic gives schools an opportunity to recalibrate and prioritise the curriculum. Plans will need to take into account the disruption to teaching, and to secure firm foundations before moving on to new learning.</p> <ul style="list-style-type: none"> *Maths planning for the rest of 2020/21 should take account of disrupted schooling in the past two academic years rather than starting the summer curriculum as usual. Linked topics can be addressed together, starting with those from the year below. *Prioritise key topics, rather than trying to teach everything. *Children should experience a positive return to learning maths in school and messages about 'lost learning' should be avoided. *Formal written tests should be avoided in favour of devoting time to teaching that involves reconnecting with pupils, assessing informally and filling in gaps. 	<p>Our Math Lead has dedicated leadership time to monitor & respond to how :</p> <p>number formation and addition /subtraction number facts is regularly planned into KS1 weekly planning. Times tables practice is regularly planned into KS2 weekly</p> <p>"Catch-up" changes are seen in teaching coverage.</p> <p>Pupil progress in areas taught/revisited is reflected in Spring & Summer PUMA assessments</p>	<p>Karen Phillips, Maths Lead</p>	<p>Regular, ongoing informal monitoring by Maths Lead</p> <p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review and termly Pupil Progress Meetings</p>
<p>Deliberately reduced workload within our planning & assessment arrangements (e.g. Blue Skies planning sessions, investment in Accelerated Reader, PIRA & PUMA) to aid staff wellbeing</p>	<p>Staff are supported, motivated and energised to deliver a broad and engaging CHAIN curriculum and embed new Learning schemes for RW&M which underpin the recovery & catch-up of our pupils</p>	<p>DfE National Curriculum guidance confirms that a broad & engaging curriculum which is well-planned and delivered will enhance the impact of Quality First Teaching for all pupils & pupil groups and will support accelerated progress.</p>	<p>Ongoing monitoring, evaluation and review of Medium Term Planning & pupils' learning by Curriculum Leads confirms the positive impact of dedicated release time for teachers on high-quality curriculum planning and secure, age-related pupil learning & outcomes within NC subject areas</p>	<p>Leadership Group (HT, DHT & AHT)</p>	<p>Half-termly as part of our School Improvement Plan & COVID Catch-up Plan review & in response to weekly SLT discussions</p>
Total budgeted cost:					£11,614

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?
<p>Small-group support in classrooms: To provide same-day class intervention e.g. pre-teaching, modelling, editing & up-levelling, development of metacognition skills.</p>	<p>The intervention and supportive resources in place are delivering the essential elements of effective teaching ie. learning objective, success criteria, clear explanations, scaffolding, practice and feedback</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states</p> <ul style="list-style-type: none"> - that creating a three-way relationship between tutor (teacher/HLTA), class teacher and pupils is essential, ensuring that tuition is guided by the teacher, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. - Intervention programmes in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. 	<p>Ongoing informal monitoring and evaluation by phase leads of effective short-term planning, particularly effective differentiation & use of additional adults</p>	<p>Class teachers & TAS</p>	<p>Ongoing basis</p>
<p>Targeted use of new phase Catch-Up HLTAs from March 2021– July 2021 : To support with teacher-led intervention groups.</p> <p>COVID HLTAs – Spring £13,740 COVID HLTAs – Summer £18,500</p>			<p>Ongoing informal monitoring and evaluation by phase leads of work of phase -based Catch-Up HLTAs & their intervention tracking sheets</p>	<p>KS1, LKS2 & UKS2 phase leads</p>	
<p>Maintaining pupil access to technology to enhance learning & progress:</p> <ul style="list-style-type: none"> - continued online tuition/support in school from shielding staff at home - allocation of new DfE laptops to classrooms to support pupil access to supportive IT-based resources 			<p>Interventions support accelerated progress and close gaps with age related expectations.</p>	<p>UKS2 phase will ensure effective weekly timetabling of JS (shielding cover teacher) & KC (shielding UKS2 intervention HLTA)</p>	
<p>Investment in additional resources & training to implement RWI Fresh Start phonics catch-up and intervention programme for our Y5 & 6 pupil still learning to read</p> <p>RW1 Y5/6 Fresh Start intervention programme £557</p>	<p>The intervention supports pupils to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step.</p>	<p>Part of the nationally recognized RWI programme using age-appropriate, high interest/low ability resources for older pupils.</p>	<p>UKS2 phase will ensure effective weekly timetabling of Catch-Up HLTAs and/or other UKS2 TAs to implement this intervention programme</p>	<p>UKS2 phase lead</p>	<p>Weekly basis as well as end-of-intervention programme reviews</p>
<p>Provide parents with detailed next steps for pupils</p>	<p>We effectively support parents to engage with their children's learning by offering</p> <ul style="list-style-type: none"> - regular feedback on our pupils' progress - advice on improving the home learning environment, 	<p><i>EEF Teaching & Learning toolkit.</i> Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better. Studies tend to show that homework can be beneficial. The quality of the task set appears to be more important than the quantity of work required from the pupil.</p>	<p>New weekly homework allocation sheets from Y2 – Y6</p> <p>EYFS & Y1 focus on daily Reading homework.</p> <p>New online termly parental consultation meetings</p>	<p>3 phase leads with class teachers</p>	<p>Ongoing basis by phase leads</p>
Total budgeted cost:					£32,797

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?
<p>Bespoke 15-minute return-to-school parental consultations with all parents to as part of our process of regular and supportive communications with parents, especially to increase attendance and engagement with learning after lockdown 3</p> <p>Opportunity to explore MyON & Accelerated Reader and offer advice about effective strategies for reading with children.</p>	<p>We effectively support our parents</p> <p>*to create a regular routine and encourage good homework habits,</p> <p>*to support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions.</p> <p>Staff have a good understanding of each child's individual lockdown experiences and challenges and can plan better for their return.</p>	<p><i>EEF COVID 19 Support Guide for Schools</i> states</p> <p>Planning and 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>This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks</p>	<p>The school will revise its online booking and Teams arrangements in response to feedback from the Autumn parental consultations to enhance the experience for our parents</p> <p>The teacher will monitor take -up levels by parents and seniors leaders will compare that with face-to-face consultation data to evaluate the effectiveness of our online parental consultation arrangements</p>	Helen Giblett, headteacher	Within a fortnight of each termly parental consultation cycle
Targeted use of new Inclusion Manager to embed class-based inclusion of pupils with complex SEN across the school	Class teachers are upskilled in managing complex learners' needs as part of QFT	<p><i>EEF COVID 19 Support Guide for Schools</i> states</p> <p>Supporting parents and carers is key to effective transitioning for children. Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pup</p>	We will monitor the attendance rates and behaviour patterns (i.e. RAG timetable data) of these pupils to evaluate the effectiveness of their bespoke support plans and the engagement of all associated staff in meeting their needs	Jo Williams. & Becky Morris, SENCOs	Weekly Pupil Welfare group meetings
Pastoral staff to provide small group/1-1 support to assist pupils day to day.	Pupils with complex needs are able to regulate themselves and access the curriculum			Carolyn Power, DHT	Ongoing basis
Use of SWAN Principles, TIS (Trauma-Informed Schools) approach and Increased access to outdoor learning provision to support pupil & staff's mental health & wellbeing	Staff work with pupil, parents & each other to create a school which is both a mentally healthy place as well as high-quality learning environment.		We will monitor the attendance rates of pupils and staff to establish their happiness/willingness to be in school.	We will monitor the level & type of parental & staff feedback & reflect on if/how it relates to health & wellbeing & respond accordingly	
A focus on character education through weekly programme of worship & SMSC enrichment opportunities	Quality learning time is spent on pupil mental health, wellbeing and social skills development	We will monitor and evaluate pupil attitudes to leaning, their behaviour for learning & their social interaction inside & outside of the classroom		Helen Giblett. Heateacher James Kitto, RWS Lead	On a weekly basis
Total budgeted cost:					

Planned expenditure for current academic year

ADDITIONAL INFORMATION

The school has used both the *DfE's catch-up premium guidance* and the *EEF's COVID-19 support guide for schools* to help plan how best to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

We have also used this additional information to support the sections above.

- Results of staff, pupil and parent feedback/consultation
- Analysis of pupil & staff attendance records
- Guidance from the LA, Diocese, Penair Partners cluster & CAPH
- EEF *WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING* Guidance Report
- Recent school SIAMS report