

# COVID-19 catch-up premium report

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## COVID-19 catch-up premium spending: summary Oct 20

SUMMARY INFORMATION			
Total number of pupils:	348	Number of classes	17
Total catch-up premium budget:	£30,640	Current Attendance	95% (not including covid related abs)
Amount of catch-up premium received per pupil:	£80	Girls	171
		Boys	177
Proportion of pupil premium children	31%	Proportion of pupils who have EAL	48%
Proportion of pupils with SEND	20%		

## STRATEGY STATEMENT

### **Catch-Up Plan 2020-21**

Following the lockdown on March 28th due to COVID 19 the children of Dunkirk Primary School had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September.

At Dunkirk Primary, we have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, empowering our staff by providing high quality training, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year.

### **Who will benefit from the funding?**

During September 2020, all children across the school have undertaken high-quality assessments in reading, writing, phonics and maths. Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment.

### **What is the 'catch-up' premium funding?**

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

Dunkirk Primary has been allocated £30,640 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

### **How will spending decisions about interventions be made?**

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way (see Appendix 1). Approaches

taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Dunkirk Primary will be using a 'tiered approach' to closing gaps and raising attainment (see attachment 1) The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of 'catch-up' Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

### **Why Reading?**

This was the one area of learning that staff could not provide the necessary bespoke learning needed. Data upon return has identified children needing sustained teaching of phonics and fluency, alongside comprehension.

### **Why metacognition?**

Metacognition is not simply "thinking about thinking", it is much more complex than this. Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. We know that the teacher is integral to the development of younger pupils' metacognitive skills which is one of the main reasons for including metacognition on our School Improvement Plan using the Lesson Study tool as the vehicle to roll this out as a whole school initiative. We see this running alongside the catch-up programme.

### **Quality First Teaching**

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts in the first two terms for all core subjects whilst still teaching a smaller percentage of non-core subjects. This will be picked up in the summer term. All teaching will take into account the children's ability on return from the summer term 2020 and planning will be tailored to their needs. The first 10 days of the term will concentrate on wellbeing and sharing the plans for the term. The third week will see the completion of a range of formal and informal tests to support the teachers planning. The teaching will be monitored by the SLT each half term to ensure high quality of teaching across the school.

## Classroom intervention

There will be a Teaching Assistant in each bubble to support the children at most risk of falling behind or further behind. These children will be planned for by the teacher and then work with the support of the TA in the bubble to allow for smaller ratios and more targeted intervention out of class. These interventions will be monitored half termly by the SLT to check progress rates.

## Targeted Group Support (tutoring)

This is an area where we are investing the school's catch up grant as we strongly believe it will have the most impact. We will select children at most risk of falling behind to partake in small group targeted intervention which will begin in mid-January 2021. This will follow a period of time during early which will see specific training for these targeted interventions.

The accountability for the success of these sessions will lie with them and the class teacher in order to have the most impact. The sessions will be fast paced and initially work on lost learning from the prior year group in order to give children the best possible chance of progressing in their current year group.

The children selected will enter a contract alongside their parents to ensure all stakeholders sign up to the commitment of this additional focused teaching. As this is an investment in the child selected, this will be closely monitored by SLT and any lack of engagement from parents may result in the place being offered to another child. The teacher undertaking this role will liaise with class teacher and SLT and will present impact to HT and Chair of Governors on a termly basis.

## Targeted Group Support (mentoring )

This will run from January 2021 for year 5 children identified following needs analysis.

Update Jan 21-As a result of a 3<sup>rd</sup> national lockdown, the targeted support has transferred to online learning.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Low levels of reading-phonetic understanding and application/fluency

B	Passivity of pupils as part of the learning process
C	Staff not knowing specific details about child's learning and appropriate next steps

#### ADDITIONAL BARRIERS

##### External barriers

D	Pupils not attending school due to covid anxiety/isolation/bubble closure
E	Access to live learning at home due to safeguarding/IT access
F	A platform to support tracking of engagement and effective communication with home

## 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?
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Revision to timetable of school day - phase adjustments to meet needs specific year groups - Other subjects protected in weekly timetable particularly PE PSHCE, Science and theme.	Children receive a curriculum that enables them to apply knowledge and skills	Previous evidence demonstrates that Dunkirk children are able to demonstrate learning in specific lessons but need opportunities to apply and embed that learning across the curriculum.	Books demonstrate application of knowledge/skills  Trackers show opportunities for application  PPM data indicate progress	KBy SP	May 21 midpoint  Jul 21 summary
All children have access to a broad and balanced curriculum through: 1. Powermaths 2. Theme curriculum 3. Talk for writing 4. Writing progression approach	Children are fully engaged in their learning. Children are making at least expected progress from their September 2020 baselines.	Clarity for children and families of routine and focus in school  Consistency for staff re: Dunkirk teaching and learning approach  Maintain opportunities  Targeted group teaching for identified children	Agreed Dunkirk teaching sequences are followed-CPD training and middle leader monitoring  Books demonstrate progress  IRIS observations demonstrate good teaching and agreed sequences being followed	SP/KBy by Oct 20	Feb 21
All children to take baseline assessments. Teachers complete question level analysis. Identify which children need 'catch up support'	Staff are clear about exactly where children are in their learning and can identify appropriate next steps and gaps in learning to be addressed	Planning needs to be accurately based on current point of learning	Staff are clear about children's place in learning-moderation of assessments each term  Staff know what learning is needed to progress or close the gap	SP/KBy by Nov 20	Feb 21 Adjusted to April 21 after lockdown 3

Implement new assessment system to ensure consistent approach to attainment judgments	Staff, children and parents/carers are clear about attainment achieved during year	Awareness of what is needed to achieve ARE needs to be understood by all	Half termly CPD focus for all staff Review of assessment system  Implementation of new system	SP/KBy by Dec 20	April 21 mid-point review Jul 21 summary
Total budgeted cost:					£6,000
Targeted support					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>

<p>Ensure focused teaching happen:</p> <p>Targeted intervention within the classroom by the class teacher or the support assistant</p> <p>Effective differentiation in planning and teaching ensures learning meets needs of children</p> <p>Use of weekly target teacher additional time to support the catch up children</p> <p>Attendance daily checks and calls to targeted families to ensure children are engaging with additional support</p>	<p>Teaching prioritizes key objectives to support rapid acquisition of learning</p> <p>Staff prioritize catch-up (+PP) children</p> <p>Catch-up children make accelerated progress</p>	<p>Pupils returned from lockdown with range of responses and learning behaviours. Some children passive learners so targeted questioning and differentiation needed to re-engage</p>	<p>Staff CPD -accurate formative assessment and effective use of outcomes</p> <p>Teaching Assistant effective behaviours training and self -review</p> <p>Consistent use of testing and recording monitoring</p> <p>Staff cognitive awareness training</p> <p>Middle leader support for staff identifying targeted children</p> <p>Targeted support teaching</p>	<p>SP/KBy</p>	<p>Half termly</p>
<p>Use tracker chart ready to progress statements (Y2, Y3, Y4, Y5) to identify previous learning needed for a unit and use formative assessment and diagnostic tests to identify children who may need support.</p>	<p>Staff clarity on prior learning to inform accurate next steps planning</p>	<p>Staff recognize:</p> <ul style="list-style-type: none"> <li>• Gaps in learning</li> <li>• Necessary small steps to close gap</li> <li>• Range of learning strategies to support child opportunities to apply and demonstrate learning in QFT</li> </ul>	<p>Staff training to ensure accurate understanding and use of trackers</p> <p>Staff learning progression training/planning support from middle leaders</p>	<p>SP/KBy</p>	<p>Apr 21</p>



<p>Use government ready to progress criteria within Dunkirk Tracking documents and Power maths Ready to Progress to help identify where recap lessons might be useful and where formative assessments will help to identify those not ready to progress.</p>	<p>Staff use clear and agreed criteria to judge level of pupil understanding Staff plan appropriate 'slide' learning to address misconceptions and provide opportunities to explore what and why</p>	<p>Children need to consistently and independently demonstrate their learning and understanding.</p>	<p>Staff CPD to understand @Ready to Progress' system and how learning builds  Middle leader planning support for staff (where needed)</p>	<p>RJ (maths)</p>	<p>May 21</p>
<p>Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer etc.  Access DfE allocations and investigate donations to secure further numbers of laptops.</p>	<p>Laptops distributed to enable pupil engagement to targeted families</p>	<p>Low engagement in last lockdown of some families.</p>	<p>KBy conduct survey with parents Staff check at parent consultations Phone calls to families to see sibling information Laptop agreement in place Training available for families Monitoring of engagement using class dojo</p>	<p>KBy/SP/MW</p>	<p>Weekly checks re: usage  Half termly reviews re: learning impact (progress seen)</p>

Establish clasdojo as learning platform for homework, isolation and bubble closure learning links with school.	All Y1-6 children accessing learning on dojo	Uneven usage during lockdown 1 of youtube videos and class emails	DHT (online lead) training for staff/children/parents/carers and immediate follow up phone calls Weekly monitoring by class teachers Half termly monitoring by SLT	KBy	Sept 20
Total budgeted cost:					£21,196
Other approaches	Attendance				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Monitor attendance daily and liaise with parents/carers to ensure targeted children are attending school	Our school attendance is 95% (not including Covid related absences)	Low attendance rates at start of academic year Parents feedback re: levels of anxiety returning to school Families overseas struggling to return to school	DHT (campus lead) overseeing attendance and leading attendance team  Attendance admin staff member to provide fast response data every morning  Weekly data check with DHT/HT	SP PM	Half -termly
When a Covid vaccine is being widely used, introduce our new absence policy that was written in April 2020.	TBC				

Put in place campus re-alignment and procedures to keep staff and children safe.	Reduce transmission between campuses	Staff do not transfer between campuses and multiple bubbles so only sibling risk	<ul style="list-style-type: none"> <li>• Admissions policy</li> <li>• Letter to parents</li> <li>• Governor updates to community</li> </ul>	HH	Apr 21
Teach new hygiene and safety rules  Revisit safety and hygiene on a regular basis	Bubbles closures are kept to a minimum	Children and staff follow strict protocols to limit transmission	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Parent powerpoint</li> <li>• Pupil training</li> <li>• Email updates</li> <li>• SLT monitoring</li> </ul>	HH	½ termly checks On-going reviews Risk Assessment updates as appropriate
Risk assess any children who have family members who are particularly vulnerable to illness.	Increase numbers of children on premises when school re-opens	Children need to be in school Agreement with families	<ul style="list-style-type: none"> <li>• SENCO identification of V families</li> <li>• Letter to community re: V families</li> <li>• Risk assessments completed</li> <li>• Adaptation in place to enable @campus or @home learning</li> <li>• Attendance team updated</li> </ul>	JM	July 20
Introduce new behaviour rules , linked to Dunkirk PRIDE and covid safety	Need to reduce transmission  Children know all new systems build on prior understanding of PRIDE but to keep school safer	All members of school community clear that any covid risk behavior is not tolerated	<ul style="list-style-type: none"> <li>• Policy review by DHTs</li> <li>• Update new policy</li> <li>• Share with community @home and @ campus</li> <li>• PRIDE linked to new expectations and systems</li> </ul>	HH	Feb 21

Total budgeted cost: £4,000

Other approaches	Well-being				
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?
Start the new academic year with a 'settled start' focus for 3 weeks	All the children have settled into their new classes and have adapted back into school life and the expectations. Our vulnerable families feel supported by the school and their child's attendance is 95% (not including Covid related absences).	Children need to re-connect with school @campus and @ home children need to re-connect with each other Re-establish routines Enable time to implement new behavior and hygiene expectations	<ul style="list-style-type: none"> <li>Year group planning meetings</li> <li>Update all families about 3-week block and reasons why</li> <li>Timetable build-up of curriculum coverage for each year group</li> </ul>	SP/KBy with Middle Leaders	Dec 20
Conduct a 'return to school survey' with the children and analyse the results (Formally with KS2 and informally with FS/KS1)	Need to know what lockdown experiences have been like for children and families including coverage and barriers to tailor support	Acknowledge experiences of lockdown with families	<p>Online survey</p> <p>Parent consultation feedback</p> <p>Pupil 1:1 discussion</p>	KBy	Oct 20

Regular phone calls and conversations to happen with SEND and vulnerable families by the DSL/SENCO	Maintain support and relationships Update class teachers/S&W team so families maintain honesty re: situation	Need to identify and support targeted families through S&W team		JM	Feb 21
				Total budgeted cost:	£600