

Granby Primary School – Covid-19 Catch-up Premium Strategy Report 2020-21

1. Summary Information					
School	Granby Primary School				
Year	2020 - 21	Amount of catch-up funding received per child	£80	Total catch-up premium budget	£33,520
Total Number of Pupils	419				

2. Strategy Statement - Overview
<p>Children and young people have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19) with extended time out of school, lockdowns and periods of remote online learning. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit and are likely to have been more severely affected by closures and may need more support to return to school and settle back into school life. The impact of lost time in education will be substantial, especially taking into account ongoing periods of self-isolation for pupils and staff for the foreseeable future.</p> <p>School allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Y6. As the catch-up premium is designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. EEF research suggests the most effective support from schools will require a sustained response and strategies should follow a tiered approach focussing on teaching, targeted support and wider strategies.</p> <p>At Granby, additional time will be spent on core teaching to cover missed learning in maths, reading and writing. Our initial whole-school focus will be on supporting pupils with the transition back into school; monitoring mental health and wellbeing; and helping pupils settle back into a routine. Baseline assessments in November 2020 will subsequently identify gaps in learning and forgotten concepts. All pupils will be provided with well-structured and sequenced learning schemes, which will be adapted to cover missed objectives and consolidate basic skills such as handwriting, spelling, times tables, punctuation, calculation skills and phonics. In EYFS and KS1 there will be a focus on early reading, phonics and communication skills to address gaps in these areas.</p> <p>Some pupils will require additional targeted support in small groups to re-establish good progress and fill gaps in knowledge and skills; other pupils will require additional pastoral support. Many of these pupils may be disadvantaged and vulnerable.</p>

3. Barriers to Future Attainment

Phonics development in EYFS and KS1 due to missed learning

Writing stamina, handwriting and spelling in KS2

Gaps in maths teaching, delivered remotely during lockdown across the school

Pupil mental health and wellbeing due to lockdowns and the transition of moving from home learning back in to school

Individuals who did not access school or online learning in the summer term of 2020 may have fallen further behind

Teacher IT knowledge to teach successful remote online lessons

Access to devices and internet for online learning and parental support with home learning

Limited access to reading materials at home and book stock reduced in school

4. Teaching: EEF Evidence – Supporting great teaching; transition support; pupil assessment and feedback

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?
Initial baseline assessments in phonics on return to school in autumn, and subsequent setting of phonics teaching in Reception, Year 1 and Year 2 for a limited period of time.	Pupils in Reception and Year 1 to catch up with missed phonics learning and perform in-line with national averages in the phonics screening tests.	Evidence from EEF: phonics teaching has a high impact with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	Groupings to reflect the stage phonics pupils need to focus on and assessments to ensure confident understanding before pupils move to the next phonics stage.	Liz Smith/ Stacey Lawrence	Review groupings at phonics assessment points during the year.

<p>Extra phonics training and support for Year 3 staff to deliver QFT phonics lessons, carry out assessments and provide interventions where necessary.</p>	<p>QFT in phonics. Pupils who have gaps in phonics learning and not meeting the screening requirements for Year 2 to catch up and pass phonics screen by the end of Year 3.</p>	<p>Evidence from EEF: phonics teaching has a high impact with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>Baseline assessments for pupils in Year 3 early in the autumn term using phonics screening to identify phonics teaching and/or interventions needed.</p>	<p>Liz Smith/ Stacey Lawrence</p>	<p>Teaching and interventions reviewed at each phonics assessment point.</p>
<p>Recovery Curriculum training delivered by the SEMH team.</p>	<p>Staff equipped to recognise pupils with social, emotional and mental health needs and offer support to all pupils returning after pandemic.</p>	<p>The Education Recovery in Schools Report: Autumn 2021 refers to the importance of supporting pupils' mental health and acknowledges pupils will have faced trauma.</p>	<p>Half-day staff training during August INSET day.</p>	<p>Karen Parker</p>	<p>Review SEMH needs after autumn term. Some individuals may need tailored support.</p>
<p>EPIC Psychology Services' Bounce Back curriculum delivered to all pupils for 30 minutes daily for the first half term in all years.</p>	<p>To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.</p>	<p>The Education Recovery in Schools Report: Autumn 2021 refers to the importance of supporting pupils' mental health and wellbeing to build resilience going forward.</p>	<p>Half-day staff training during August INSET day. Staff share resources and good practice.</p>	<p>Jane Swift</p>	<p>Review SEMH needs after autumn term. Some individuals may need tailored support.</p>

Purchase of Ninja Comprehension books and daily, differentiated reading lessons taught in Years 3 to 6.	Improved reading and comprehension skills evident in end of year assessments in Years 3 to 6.	EEF: reading comprehension strategies evidence has high impact with 6+ months progress	Staff meetings and learning walks to ensure quality of daily comprehension lessons. Baseline assessments in Nov.	Jane Swift	Data reviewed at termly assessment points and in pupil progress meetings.
Ensure staff are trained on Microsoft Teams to deliver remote learning and provide 1:1 teacher led support for clinically extremely vulnerable pupils.	A strong remote learning offer to be in place. Microsoft Teams used as an effective learning platform.	EEF: guide to supporting school planning 2021 focuses on the importance of high-quality remote learning and must be supported by high-quality professional development.	Staff meetings used to train staff in how to deliver lessons. Good practice shared.	Dale Cross	Reviewed throughout the year. Feedback for staff, pupils and families.
Total budgeted cost:					£3,520

5. Targeted Academic Support: EEF Evidence – 1:1 and small group; intervention programmes; extended school time

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?
Beth Ellis and Susan Gutteridge, qualified teachers, to deliver intervention throughout the summer term in small groups focusing on reading, writing and maths.	Identified pupils to work towards closing gaps from missed and forgotten concepts due to COVID-19.	EEF Evidence: There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy.	Baseline data from reading and maths tests in November 2020 and February 2021. Liaison between class teachers and intervention teachers.	Jane Swift	End of the summer term. A proportion of the budget to be carried forward to continue targeted support into 2021-22 along with the school-led tutoring grant.
Phonics intervention groups across Years 1, 2 and 3 to enable pupils to catch up missing phonics knowledge.	Identified pupils who have fallen behind in phonics catch up and meet ARE's with targeted support.	EEF Evidence: There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy.	Extra KTC training for staff. Support provided by phonics lead, Liz Smith.	Liz Smith/ Stacey Lawrence	Reviews and close tracking after phonics assessments. Groups changed after assessment points.
Total budgeted cost:					£22,000

6. Wider Strategies: EEF Evidence – Supporting parents and carers; access to technology; summer 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?
Replenish reading book stocks to encourage reading for pleasure after all pupils took 3 books home in March 2020.	Wide range of books available across KS1 and KS2.	There is much research that reading at home and for pleasure is important for children's literacy skills. Offering a wide range of books encourages this.	Complete an audit to identify which reading bands/ AR ranges are missing. Librarian to help identify books pupils enjoy. Ensure books represent all pupils.	James Lewis	Review need for more books in academic year 2021-22.
Re-conditioning of existing school laptops and assignment of DfE devices to families who requested devices and/or access to the internet.	To ensure that remote learning can be accessed, ensure that all pupils have access to digital technology and internet. High percentage of pupils accessing online learning.	EEF Evidence: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Devices prepared by Andrew Westwood, information for use of devices and Microsoft Teams shared with parents. Individual support provided for families when needed by all staff.	Dale Cross/ Sue Foreman	Review against parent questionnaires about devices and internet access. Review against data of pupils accessing learning online.
Total budgeted cost:					£8,000

7. Additional Information

Evidence and rationale from the following documents:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)

<https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>