

Kentmere Academy and Nursery COVID catch-up premium report

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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 will not include Nursery numbers, meaning we are predicting that Kentmere will be in receipt of £23,760. The funding is payable in three installments, the first of which (for 25% of the provisional amount, being £5,920) was received in October 2020. The second two payments will be in 2021 - no details are available as yet regarding the dates of these payments. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students. This document should also be read in conjunction with our Recovery Curriculum Plan and Keeping children safe.

At Kentmere, this money will be used in order to provide:

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

There are four main aims for “catch up” at Kentmere:

- Attainment outcomes at end of 2020-21 for all year groups will be in line or above national and comparable or better than 2019-2020.
- The mental health needs of pupils are met and supported by the school.
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

COVID catch-up premium spending: summary

SUMMARY			
Total number of pupils:	337 (297 eligible)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23, 760		

Area to address	Action	Finance	Monitoring	Timing	Impact
EYFS key skills	Daily breakfast booster sessions 8am – 8.30am led by teacher and TA. (2 groups = 16 pupils)	Teacher 30 mins X5 days TA 30 mins X5 days	EYFS phase leader (AHT) to monitor and adapt target teaching / pupils.	Autumn, Spring and Summer term	% of pupils meeting GLD targets increases each term. All children making accelerated progress and refining key skills.
Early Language	Participate in EEF Nuffield Early Language Programme as part of DfE project Staff training Small group and 1:1 sessions	–	AHT / EYFS manager to oversee the project and report regularly to SLT on the successes.	20 week programme for the pupils Oct 2020 – register Jan 2021 – training Jan- July intervention	Progress evident through NELI language screening check from baseline to course completion.
phonics teaching in KS1 Ensure Y2 are well prepared for the screening check in Autumn 2 and Y1 for June 2021.	Daily 45 minute phonics sessions. phonics reading and spelling strategies embedded on daily English lessons and other areas of the curriculum where relevant. phonics booster sessions 4 times per week for 8 groups 8am – 8.30am (8 groups = 25 pupils)	– TAs 30 mins x 8 groups	phonics screening checks carried out regularly to monitor progress and address key misconceptions / gaps in learning. phonics trackers shared.	phonics assessments using RWI and PSC carried out each half term so that groups and planning can be modified.	Children can confidently access phonics screening check. Target is 90%+ out of the cohorts.
KS1 key skills	After school boosters 4 times per week for reading and maths	TA teacher X 4 days	Assessment manager to monitor progress through discussions with staff	Each half term booster groups are reviewed	Progress evident in books. Increase in % of pupils making accelerated progress and

	(4 groups = 24 pupils)	45 mins	and progress evident in books.		increasing their scaled score in formal assessments.
Y3/4 key skills	<p>Breakfast boosters four mornings per week for Reading and Maths.</p> <p>Grammar, spellings and reading strategies embedded in daily English lessons and across foundation subjects.</p> <p>Maths basic skills embedded into Maths lessons. Times tables after school clubs and lunchtime clubs to boost.</p> <p>(6 groups = 43 children)</p> <p>Afterschool group</p> <p>TAs (7 groups = 81 pupils)</p> <p>Teachers (2 groups = 22 pupils)</p>	<p>TA</p> <p>6 sessions X 30 minutes</p> <p>7 X 45 mins</p> <p>2 X 45 mins</p>	Assessment manager to monitor progress through discussions with staff and progress evident in books.	Each half term booster groups are reviewed	<p>Progress evident in books.</p> <p>Increase in % of pupils making accelerated progress and increasing their scaled score in formal assessments.</p>
Y5/6 key skills	<p>Y6 breakfast booster</p> <p>Mon – Fri with DHT and AHT (2 groups x 11 children)</p> <p>Y5 boosters</p> <p>(4 groups = 15 children)</p> <p>After school boosters</p> <p>8 children X3 times per week (with student)</p> <p>7 children x 3 with a level 3 TA</p> <p>(5 groups = 46 pupils)</p>	<p>SLT</p> <p>10 sessions X 30 minutes</p> <p>TA 4 X 30 mins</p> <p>–</p> <p>TA 4 X 30 mins</p> <p>Teacher 1 X 30 mins</p>	Assessment manager to monitor progress through discussions with staff and progress evident in books.	Each half term booster groups are reviewed	<p>Progress evident in books.</p> <p>Increase in % of pupils making accelerated progress and increasing their scaled score in formal assessments.</p>
Reading – all classes Reception to Year 6	<p>Clipboard readers to read daily as part of target intervention. (bottom 20%)</p> <p>2 sessions per week whole class reading</p> <p>2 sessions small target group reading</p> <p>1 vocabulary and comprehension lesson</p>	–	<p>Regular checks made by SLT</p> <p>Termly pupil progress meetings</p>	<p>Clipboard readers to read everyday.</p> <p>Monitor progress each term and sporadic checks.</p>	<p>Increased fluency when reading.</p> <p>Progress evident through PM benchmarking and scaled score increase in formal assessments.</p>

Fluency in maths – doubling, halving, number bonds etc	Purchase Numbots for pupils in Y1 – Y6 to use in school and at home to rapidly recall mental maths concepts.	£90	Engagement and progress monitored by class teachers and maths leader	Purchased during Autumn Term and monitored each half term	Increased speed and fluency with pupils recalling number bonds and therefore increased scaled score and increase in % achieving ARE or GDS.
Maths	Maths leader shared MNP key documents to aid the teaching of key concepts. Key concepts are covered with links made to the previous year group.	–	Phase leaders and SLT	July 2020 Autumn, Spring, Summer	Pupils have a sound understanding of key concepts and the opportunity to revisit missed learning from previous year.
Remote learning access	Seesaw purchased as a more flexible remote learning strategy platform.	£2,215.40	Remote learning engagement can be easily tracked through the analytical tools on seesaw. Monitored by SLT	Purchased Nov Staff training Nov Launched Nov/Dec 2020	Increase in the % of pupils who access online learning platform and data about engagement easier to retrieve.
Support for pupils with SEND and those new to the country with no English.	Appointment of TA1 (temporary contract) to support pupils.	£15,500	SLT to monitor impact. AHT to mentor and meet regularly	1 st Nov – July 2021	Support for SEND pupil and EAL. SEND targets achieved and progress evident through discussions / books.
Wellbeing (see 3 tier Recovery Plan for further details)	Bounce back PSHE in Autumn 1 Recovery curriculum with daily PSHE, PE, active learning and team building, Wellbeing questionnaires carried out Transition Day Tier 2 and 3 support (Place2Be) Clear communication	£100	AHT to oversee this work and report regularly to all stakeholders	Autumn 1 Continue to support tier 2 and tier 3 pupils	Pupils and staff feel supported. Pupils ready to learn and make progress. Stamina for learning increased.
Assessment	Assessment levels will be taken in December as research shows little information will be gained from summative assessment given in the first half term and only wastes time. Maintain three data drops within the year but heavy monitoring from Phase Leaders and SLT to ensure planning and delivery is strong and supporting progress in each lesson. New NFER assessments to be introduced for Y1,3,4 and 5.	£100	Assessment manager to oversee. Phase leaders to monitor through planning and books. SLT to track and monitor through pupil progress and discussions with phase leaders.	Autumn, Spring and Summer Assessment drops and pupil progress meetings	Missed concepts addressed and children moving closer to expected levels. Scaled scores show progression and increase in % of pupils reaching ARE or GDS.

Writing	Year groups to work together at start of year and have a clear understanding of the key skills and objectives in the previous year's learning. Use these as the basis of the Autumn terms planning incorporating some of the key current year group objectives. Spelling session separate to the main English lesson. Also separate reading, vocabulary and grammar / phonics sessions.	–	SLT to make regular checks on planning, lessons and books.	Planning checks weekly. Half termly checks on teaching and books. Phase leaders to check more regularly if required. New staff allocated a book buddy.	Children to make accelerated progress with the aim of being fully back on track by July 2021.
Curriculum	Revisit and review sections implemented at the start of lessons. Curriculum adapted to ensure a progressive and spiral approach. Learning log homework and challenges reflective of any key missed learning. Remote learning tasks were linked to summer topics and are reviewed in class.	–	Phase leaders to make strategic decisions and share with SLT	Autumn, Summer, Spring	Children are not negatively impacted by the loss of learning. Children can make clear links in their learning.

ADDITIONAL INFORMATION

One of our biggest barriers to remote learning is the lack of access to digital devices which our families have. Many have phones but this is not always conducive to an effective device to complete remote learning.

The DfE allocation for our setting was originally 38 devices for our 339 pupils. However, in October this allocation was reduced to 8.

The governors and Trustees therefore authorised a huge investment in IT to try to compensate for the deprivation factor which could potentially have a negative impact on our pupils remote learning experience and also have a detrimental impact on their learning.

240 chrome books were purchased costing the school approximately £42,531.40

The laptop storage units cost a further £12,500.

The electrical work to ensure safety and capacity cost a further £7080 (£5900 without VAT)

Therefore the investment currently stands at £62,111.40