



The Valley Partnership COVID Catch-up premium report

The Valley Partnership COVID catch-up premium spending: summary

SUMMARY INFORMATION			
School	Total number of pupils:	Amount of catch-up premium received per pupil:	Total catch-up premium budget:
Webber's C of E Primary school	78	£80	£6,240
Burlescombe C of Primary School	53	£80	£4,240
Total	131		£10,480

STRATEGY STATEMENT

The overall aims of our catch-up premium strategy fully align with our Vision statement...

Climb to your highest for yourself, for others and for God.

Our aims for the national COVID catch-up premium in our school are...

- To ensure all children successfully return to school as confident, happy children who actively engage in their learning and secure positive, constructive relationships of those involved in the school community, staff and pupils
- To reduce the attainment gap between our expected progress and attainment based on based on prior assessments and national

SUMMARY INFORMATION

expectations

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures and address any misconceptions or gaps experienced from remote learning
- To support our disadvantaged pupils to reduce the GAP between them and their peers

Barriers we have identified to learning:

A From Conversations, consultations and communication with staff, parents, pupils and their families remotely

We have identified that pupils returning to school seem anxious and worried about.

- having missed school- not completing as much work, in the way they should, or mis understood new concepts
- the new systems in place for example, being set apart from peers and teachers
- the expectations that they would be expected to 'catch up' and some may have been behind
- national tests may still go ahead, and they have missed their learning
- their parents, families and friends catching COVID
- not seeing their close families and village friends has impacted the children
- are missing whole school collective worships where they sit together

B From our initial formal assessment systems (PIRA/PUMA/GAPS) and subsequent analysis

Our assessments in the first weeks of returning to school indicated that:

- pupils are further behind particularly in grammar and writing and maths than in reading.
- EYFS pupils & KS 1 pupils were struggling with remembering, using and applying some of their previously learnt phonic knowledge
- New EYFS pupils' speech and language skills and social skills were lower than in previous years
- Pupils' length of focus has reduced and ability to remain seated has reduced

C From our staffing perspective

Our assessments indicate that:

- Staff self-isolation and NHS ‘pings’ mean that staffing classes can sometimes be challenging
- Staff still have further remote learning strategies to develop to become more effective on-line teachers should the need arise

Positive strengths that we have identified:

A From Conversations, consultations and communication with staff, parents, pupils and their families face to face and remotely

We have identified that pupils returning to school:

- Are really excited to be back and are so pleased to see their friends
- Are keen to learn and want to be in school
- Easily follow the COVID requirements for example, playground areas, designated seats and equipment
- Do not seem concerned about staff wearing masks/visors
- Like having their own pencil cases, personalized space, lunches in the classrooms, a designated laptop
- Readily engage in online programmes but “love having a real teacher”
- Really like seeing all the other classes in the sister school with remote TVP collective worship

We have identified that staff feel similar to children are keen to get back and are committed to supporting our aims

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Possibility of further lock downs and effectiveness of remote education despite strategies in place- many of our parents are working from home and find supervision of learning challenging, as well as the grammar and writing aspects and the high expectations
B	Consistency of staffing until vaccinations are fully in place, despite extensive planning being handed over

C	Children’s home learning experiences have all been different and therefore they are all at different stages- a much wider mix than previously with some children making steady progress, others little or no progress and all have pockets of misconceptions that have not been addressed.
ADDITIONAL BARRIERS	
External barriers:	
A	National assessments and expectations – the way forward yet to be determined. Most pupils will have missed 30% of face-to-face teaching for the last two years
B	Access to the internet in some of our remote farmhouses, despite reconditioned laptops, DFE laptops, Data offers and base units/dongles – the signal is not available to some children in our rural communities. Posting is a very slow feedback system and learning form paper is difficult for some of our pupils especially, those with SEND and younger children.
C	Most parents have requested places in emergency schooling when school is closed. Initially the uptake was low for our SEND pupils, this increased and then demand was high.

Planned Actions and expenditure for current academic year, 2020-2021

Quality of teaching for all						
Action	Intended outcome and success criteria	Evidence and rationale for this choice	Implementation	Staff lead	Review	Approximate cost
<p>a) Staggered start times that allow for a daily extended school day, for 30 minutes for all pupils.</p> <p>b) change in curriculum design to allow for additional maths and English teaching</p>	Children will access to 30 minutes, catch up time daily supported by TA/Teacher	Additional targeted time for learning that is unique to the individual.	Timetabled, teacher planned work form immediately the pupils arrive that is independent and relevant to their learning and gaps. Heads of Teaching and learning will monitor this effectiveness by spot check, pupil conversations and staff feedback	Executive head teacher –	Termly through assessment tasks	<p>Webber's</p> <p>5 hours per week 38 weeks per TA £14,250</p> <p>Burlescombe</p> <p>£11,400</p>
Children are met by an adult every morning of the staggered starts enabling a positive conversation. This is	All children will be confident to start their learning day in a positive frame	Children's and family's mental health and well-being are a priority to enable acerated learning allowing	Timetables devised and additional TA hours for every class	Executive Head teacher	Termly through dialogue with children and families	<p>Webber's</p> <p>Included in above</p> <p>Burlescombe</p> <p>included in above</p>

repeated on departure, giving time to allow worries, concerns, success and ways forward to be informally voiced.		catch up				
Mindfulness- weekly sessions via TEAMS with known and trusted specialist-accessed from school or home so could impact upon the family members	All children will be confident to start their learning day in a positive frame	Past sessions for groups have children have, from direct pupil and parent responses, said how this has supported mental health and wellbeing of the children	Purchase of additional mindfulness from professional and additional TA time to support live session	Executive Head with Heads of Teaching and Learning	Monthly	<p>Webber's Shared cost £200 rest charity sponsored bid</p> <p>Burlescombe Shared cost £200 rest charity sponsored bid</p>
Increased laptop provision and access to specific leaning programmes daily Enhanced IT infa structure to support increase demand on wireless classroom demand	All KS 2 will have own designated laptop in both schools Years 1 & 2 will have shared access 1:2 Access to Laptops to start independent learning for extended school day	TT rock stars (tables focus). spelling frame(spelling) read theory, (comprehension based) study ladder, use of	Purchase of additional laptops and licensing for software as needed	Executive Head with Heads of Teaching and Learning	Termly	<p>Webber's Pupil Laptops £8,000</p> <p>Used Burlescombe -recycled wireless kit to add to existing system</p> <p>Burlescombe £3,000 Pupil Laptops& configuration July</p>

						2020 Wireless upgrade £2,000 Dec 2020
Increased TEAMS live teaching during lock down or any self-isolation (pupil or teachers)	Children have access to qualified live teaching for more time. Increasing to at least 3 times daily or more	Internal data is suggesting that live teaching is having a greater impact upon pupil progress	Increased training sessions for staff.	Executive Head with Heads of Teaching and Learning	Weekly review	Webber's In staff training time Burlescombe In staff training time
Total budgeted cost:						Webber's £22,450 Burlescombe £16,600 Additional costs to be met by each school budget
Targeted support						
Action	Intended outcome and success criteria	Evidence and rationale for this choice	Implementation	Staff lead	Review	Approximate costs
Home laptops- DFE and school 'refurbished' loans	Increasing accessibility for home learning	Essential during lock down	As soon as possible to order	Executive Head with Heads of Teaching and Learning	Discussion with families	Webber's

				Learning		Burlescombe
Weekly dialogue for vulnerable families via telephone	To support learning	Rural isolation key in our families			Discussion with families	Webber's In staff planning time Burlescombe In staff planning time
Specialized IT programme provision purchased for SEND	To support learning and allow continuity impacting on progress	Access to appropriate reading remotely and pupil engagement-allowing this to continue in school		Executive Head with Heads of Teaching and Learning	Discussion with families	Webber's £70 Burlescombe
Total budgeted cost:						Webber's £70 Burlescombe

ADDITIONAL UPDATE INFORMATION

Autumn 2020

Internal Assessment data from Sept – Dec from reading, grammar and maths tests indicates that the vast majority of children have made good or better progress this term. Attendance has been in line with expectations. Additional costs to be met by each school budget.

Spring 2021

Spring LOCK down for most of the term- increased live TEAMS teaching to at least daily sessions with Valley Partnership teachers, to twice/three times daily Assessment data not reliable from work sent in as level of independence not known and could only give broad brush picture- writing and grammar were presenting as a challenge for many families.

Summer 2021

Initial assessment of assessment tests indicates that, despite almost a term in Lock down and a wide range of groups of children and staff having to self-isolate, most children across the partnership made good progress or accelerated (3 progress points – which is line with a 'usual year', 1 per term. Some groups of pupils made 4 this year)