



Covid-19 Catch up Premium

2020 – 2021



Updated 11th September 2020

School Overview

Number of pupils in school YR – Y6	363
Proportion of disadvantaged	46%
Catch-up Premium allocation (No. of pupils x £80)	£27,440
Publish Date	11 th Sept 2020
Review Dates	5 th January 2021 10 th April 2021
Statement created by	Anne-Marie Lewis
Governor Lead	Lee Ferry

Context of the school and rationale for the strategy

At Greenland Community Primary School, we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.

'Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged' (Covid-19 Support Guide for Schools – June 2020).

Our school priorities for use of catch-up premium are:

- Ensure all pupils are well supported to catch-up on missed learning through an adapted curriculum
- Mental health interventions for pupils and staff

- Comprehension in reading
- Purchase of digital devices to support home learning
- Purchase of additional stationary packs – pens, pencils, rulers, rubbers, exercise and textbooks
- 1:1 and small group high-quality tuition delivered by teachers

The core approaches we are implementing are:

- An adapted curriculum to ensure the previous 6 months lost learning is caught up and embedded in order to have solid foundations of learning in reading, writing and numeracy
- Investment in programmes such as Relax Kids, Listening Matters and Durham Resilience Project
- Investment in RWInc books for pupils and families to use to support remote learning and reading comprehension/vocabulary development at home.
- Investment in Reading Plus online programme for KS2 pupils to access whilst at home learning remotely or during an isolation
- 1:1 and small group intervention in the spring and summer term for those children, who, despite quality first teaching are still falling behind.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Teaching – great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted academic support – there is extensive evidence supporting the impact of high-quality one to one tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil assessment and feedback – assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider support – schools have provided extensive pastoral support to pupils and families during 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.

From March 2020 approximately 74 pupils accessed school provision leaving 276 learning remotely. Assessments on return to full opening in September suggested those working at home (either online or through paper resources) approximately 43% did not engage with the learning. Data from March and September 2020 is available in our Catch-Up Curriculum Action Plan upon request and shows a regression in knowledge and skills across the school.

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Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of pupils’ mental health needs.	Staff are better informed and have greater clarity about how to support pupils with mental health needs. This is a focus of daily/ weekly teaching in the autumn term. Staff will engage with Durham Resilience Project in September and across the year. Relax Kids to be delivered weekly by Roger Banks – teachers to identify children to participate on a termly basis.
	B Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use (Microsoft Teams). In the event of home learning being needed, learning packs are sent home for individuals self-isolating and a process is now in place in the event of a bubble having to isolate. This process involves website recommendations including White Rose, BBC Bitesize, National Oak Academy and Read Write Inc as well as paper resources consolidating skills learnt in the previous two weeks. Pupils to use Teams on a weekly basis whilst in school in order to prepare them in the event they need to self-isolate. In the event of a bubble self-isolating, pupils will be encouraged to engage with the online learning. Office staff and the class teacher will make phone calls, email and chase those who are not accessing the provision to offer support (paper-based work, stationary packs, digital devices)
	C Pupils who have fallen behind in learning due to lack of support from home during lockdown.	Whole school assessment to analyse pupil’s current attainment. Intervention to take place as part of first quality teaching and is planned for within lessons. Small group and 1:1 catch-up for identified pupils in autumn term. Spring and summer term interventions to include after school catch up delivered by teachers. Pupils who receive provision make accelerated progress.
	D Access to online home learning for pupils without technology.	Registered on the government website for DfE digital devices. Allocation is 51. Reduced to 11 devices in October. Additional devices ordered across Trust enabling GCPS to have 93 devices, Survey the pupils and parents for the devices they use at home – laptop, tablet, iPad, mobile phone to create a register for those who require support. Use funding to purchase additional devices.

Targeted academic support	E	Baseline in EYFS is significantly below compared to previous years due to most pupils not attending nursery or pre-school during lockdown due to local nurseries being closed during lockdown.	Pupils make accelerated progress in all areas of learning. Carefully planned and well-timed interventions can have significant impact on pupil progress. High % of pupils on target to achieve GLD.
	F	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected. 6 months of phonics teaching has been missed which impact reading and writing ability as well as ability to access wider curriculum.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Reading encouraged in all lessons and in self-isolation packs. Funding used to purchase additional RWInc books in order to provide families with them during self-isolation. EYFS supported by SLT to deliver additional catch up sessions every afternoon. Phonics lead to offer rigorous intervention timetable and support to ensure catch up.
	G	Some pupils did not engage in any learning over summer term and have subsequently regressed in their learning.	Interventions are timed and well-structured to ensure those pupils who have fallen behind are targeted to catch within the first two terms back in school. By spring term, the majority of missed learning will be taught and all pupils have the opportunity to access their relevant year group curriculum with confidence.
Wider Strategies	H	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.
	I	Pupils' mental health and wellbeing has been impacted on during lockdown. Families have been affected by bereavement and have children who have significant anxieties about being back in school.	September training for all staff on supporting pupil's mental health – Durham Resilience Project. Relax Kids sessions for identified pupils on a weekly basis. PE lessons to focus on fitness levels of pupils due to being indoors and less active. It is essential pupils engage in high levels of physical activities.
	J	Supporting parents/carers who are unable to engage with online learning due to work commitments and/or number of siblings at home. Access to appropriate stationary and paper-based home learning is limited.	Pupils will have greater opportunities to access learning at home. Activities will not always require parent's engagement affording pupils greater independence. Pupils will have access to home learning packs which are printed and ready to distribute weekly.
	K	Staff access to technology with webcam in order to deliver online remote learning.	Teachers have laptops that are equipped with webcams and allow teachers to access school-based resources from home. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning with pupils.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>Staff require CPD to develop a greater understanding of pupils' mental health needs.</p> <p>Relax Kids trainer Roger Banks to provide 6 sessions weekly to targeted pupils across school.</p> <p>Durham Resilience Project to be ran as twilight training from Sept - Feb</p>	<p>All staff are quipped for early recognition of pupil's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.</p>	<p>Relax Kids, Resilience Project, I Love Me and well-being programmes shown to improve pupil's engagement resulting in increased resilience to work, confidence in abilities to achieve and an increased awareness of mental health in self and peers.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	£8000	<p><i>Determined through staff knowledge of pupils engagement in remote learning as well as family knowledge.</i></p> <p><i>Baseline assessments</i></p>	SENDCO	<p>Durham Resilience Training received by all staff across first term. This led to an action plan to be developed in Spring term. Wellbeing breaks were incorporated into daily timetable for all children for 15 minutes a day.</p> <p>Action Plan designed with resilience team of staff and DCC to implement from Sept 2021</p> <p>Relax Kids intervention was delivered online so all children had access across the week for the entire year. Resources were shared via email to families to do additional wellbeing activities as a family.</p> <p>Focus on PE to ensure fitness levels return to pre-covid standards. Resumed to outdoors with specialist coaching</p>
B	Home learning is limited due to the current platform used and can be developed further to improve access	All staff, pupils and parents /carers receive training on Teams to enable confidence to		£3000		MJ – Computing lead	<p>DCC delivered training to all staff. IT subject lead provided additional support across the first term. An information and support leaflet was created and distributed to all parents.</p>

	<p>to learning at home for all pupils.</p> <p>Purchase of specific intervention programmes and resources to be used with pupils at risk of falling behind.</p>	<p>deliver and access remote learning.</p> <p>Specific interventions raise the confidence, knowledge and skills of pupils in a creative and challenging way.</p>					<p>Paper resources were issued fortnightly which covered LO. Twice weekly contact by class teacher via phone or email to check in and provide support.</p> <p>Reading Vipers, RWInc resources and Times Tables Rockstars used daily.</p> <p>Progress rates slowed down in Spring compared to Autumn – partly due to 3rd lockdown.</p> <p>8.3.21 return to school curriculum focused on maths and Literacy catch up and incorporated in wider curriculum.</p> <p>DHT/AHT delivered training on identifying key priorities for teaching.</p>
C	<p>Pupils who have fallen behind in learning due to lack of support from home during lockdown.</p> <p>Purchase of devices for families and pupils to use during self-isolation.</p>	<p>Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances.</p>	<p>Whilst we do not know if there will be another lockdown, bubbles will be closed and pupils asked to learn remotely again – devices will enhance the learning within school and pupils will develop confidence and skills. In the event of remote learning pupils who have</p>	<p>£10000 (purchase of chromebooks/ laptops and charging stations)</p>	<p>Survey of pupils and families on access to devices in the home.</p>	<p>HT</p> <p>MJ – computing lead</p>	<p>Survey responses showed out of the 214 answers (363) 74% of families access the internet through a mobile phone and did not own a laptop, computer or tablet. 81% stated with several children they would not be able to access online learning through lack of devices and skills to do so. Any family requiring a device was provided with one for each child and in some cases have kept the devices despite return to school.</p>

			immediate access to devices and are comfortable using them, are more likely to engage in online learning.				Recovery is beginning to happen however remains turbulent due to 3 rd lockdown. In most cases a small step in attainment has been made.
D	<p>Access to online home learning for pupils without technology.</p> <p>Ensure home learning offer is updated and made available to parents in event of absence due to isolation, bubble closure or lockdown.</p>	<p>All pupils will have opportunity to access a digital device to access remote learning effectively.</p> <p>Gaps in learning continue to close.</p>	<p>EEF Teaching and Learning toolkit</p> <p>Parental engagement</p>	<p>Teams training – DCC £0</p> <p>DfE laptop allocation £0</p>	September baseline data		<p>Any child self-isolating given a 14-day work pack and laptop. Able to remote into lessons which were delivered through Teams.</p> <p>DfE and school devices available for all pupils requiring one.</p>

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	Baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or pre-school during lockdown.	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>One to One Tuition</p> <p>Small Group Tuition</p> <p>Feedback</p>	<i>To be determined.</i>	Determined from assessments made at the start of the autumn term		Interventions implemented from the outset. There have been positive signs in pupil progress in basic skills due to targeted support. There has been an increasing need for adult support to help children play in areas and adapt to school routines. Due to this, the vast majority of pupils have settled and are responding very well to tailored

	<p>Number and phonics assessments made identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p>	<p>1:1 or small group intervention to provide intensive support in phonics, number and basic skills.</p>					<p>support. Children happily attend school and participate readily in learning activities.</p> <p>Pupils who accessed school during Spring Lockdown, received regular and timely 1:1 and small group intervention resulting in positive progress in reading and number. The impact of the lockdown lessened by staff providing paper learning packs to supplement online learning. Teachers were also available via phone and email to support parents. Where families engaged, progress was evident, especially on returning to school.</p> <p>Intervention focussed mainly on the bottom 20% of pupils to ensure they had a successful transition and were ready to access Y1 provision. 51% of pupils were assessed as being on track in reading. The EYFS bubble was closed for 10 days at the end of term. Plans are in place to ensure pupils continue to make progress in identified intervention groups from September.</p>
F	<p>Some pupils had limited access to reading materials during the summer term</p>	<p>GLD, phonics and KS2 reading results to improve</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p>	<p>TA costs £1000</p> <p>HLTA or release</p>	<p>September reading baseline data</p>	<p>AH – Literacy lead</p>	<p>All pupils accessing RWI (EYFS, Y1, Y2, the vast majority of Y3 and 25 pupils in Y4) are taught reading daily, given a book bag book which is closely linked to the book they</p>

	<p>and therefore, their reading ages are lower than expected.</p> <p>Daily reading to an adult and sharing of a book before home time.</p> <p>EYFS and KS1 phonic aligned books are sent home weekly.</p>	<p>Pupils in Yr2 are well supported and prepared to sit missed screening test.</p> <p>Pupils develop a love of reading and a wider bank of vocabulary.</p> <p>Increased rates of fluency.</p> <p>Confident readers – reading at pace without spending their working memory decoding.</p>	<p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p> <p>Reading comprehension strategies that are computer based can be successful in improving reading comp particularly when they focus on development of strategies and self-questioning skills.</p>	<p><i>teachers to deliver intervention</i></p> <p><i>RWInc books £4600</i></p>	<p>Termly reading assessments</p>	<p>AA – Phonics lead</p>	<p>are reading in class and have access to an online version of the class book to share with parents at home. Targeted pupils (54) read daily with a TA - sessions vary from sound/word reading to developing fluency and stamina.</p> <p>Pupils in Y3 and above also have access to interventions linked to the reading Vipers programme to support comprehension.</p> <p>Reading TA shows progress from September baseline to December end:</p> <p>Y1 22% - 47% - 51% - Y1 PSC – 84%</p> <p>Y2 26% - 64% - Y2 PSC 93% - 65%</p> <p>Y3 20% - 69% - 67%</p> <p>Y4 18% - 62% - 54%</p> <p>Y5 12% - 65% - 51%</p> <p>Y6 24% - 60% - 71%</p> <p>Y1 PSC data a real strength. Attainment at summer end, although positive, doesn't show the entire impact on improved fluency rates and pupil attitudes to reading. Engagement in reading activities very high for reading activities during Spring lockdown (RWI and Reading Plus). Comprehension and fluency levels are much closer to age-related expectation than in September meaning more pupils</p>
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							are better placed to catch-up in by December 2021.
G	<p>Teachers assess/ evaluate the impact of lockdown on individual pupils both academically and emotionally.</p> <p>SLT to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p> <p>Lesson structure for Literacy and numeracy to be adapted to enable recap and reactivate prior learning at the</p>	<p>Areas of academic and emotional development identified as being less secure are planned specifically to accelerate progress.</p> <p>Pupils make accelerated progress</p> <p>Gaps in learning reduce</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and a refinement of the core statements to be taught and secured will help SLT identify specific knowledge pupils are not yet secure in. A cycle of plan-do-review will support teachers understanding of effective catch up in the classroom.</p>	<p><i>HLTAs to release teachers across Autumn term to analyse assessments</i></p> <p><i>HLTAs for release time to plan curriculum</i></p>	September baseline data	<p>KA – curriculum lead</p> <p>SO – numeracy lead</p> <p>AH – Literacy lead</p>	<p>Data analysis identified cohort-wide trends of 'lost learning', allowing SLT to support teachers in planning effective catch-up sequences – lessons and whole class interventions.</p> <p>Planned interventions and teaching focussed on catch-up key performance indicators (KPIs) across the day resulted in accelerated progress in each year groups in reading, writing and maths. Progress accelerated across the term - evidenced through increased attainment from September baseline to October and then October to December end. Analysis of pupil formative assessment shows that all pupils recovered lost learning based on comparison between pre-covid teacher assessment (Spring 20) and December 2020. The majority of pupils had 'caught-up' when assessed against the previous year's KPIs at the same time as accessing their current curriculum.</p> <p>Teachers had a solid understanding of the immediate learning needs for every child at the start of the spring term. However, the National Lockdown resulted in changes into</p>

	beginning of the day.						<p>how our catch-up curriculum would be delivered. All pupils had access to at least 3 hours (KS1) or 4 hours (KS2) of online learning matched to their needs. Key worker and vulnerable children were educated at school, receiving the same lessons as those children at home. The impact of the Spring 21 lockdown resulted in varied attainment. This required an extra cycle of planned intervention to focus on the teaching of basic skills when pupils returned.</p> <p>The focus to build on the progress made during online learning, whilst providing same-day intervention and pre-teaching to support any pupils who were at risk of falling behind the planned curriculum. Summer 2021 data shows that attainment is in-line with December 2020 in most year groups. Maintaining this level of attainment considering the significant low starting points in September and the impact of a second lockdown in spring is a positive.</p>
	Additional group teaching in each year group	Catch up sessions on key concepts with small group of pupils after school for an hour weekly.		7 teachers x 15 sessions per term = £1050			Mentoring from NTP was not a viable option due to distance of available tutors so all teachers delivered an after-school provision of catch up/booster sessions.

		Gaps in learning reduce.					Teacher assessment shows rapid progress for all pupil groups, particularly disadvantaged pupils in reading and mathematics. Pupils were all delivered catch-up activities with well-being breaks interspersed throughout due to taking place at the end of the school day. attendance was high for targeted pupils – parents and pupils extremely satisfied. Sessions also allowed pupils to access pre-teaching which resulted in pupils keeping up with newly taught content.
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Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
H	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	Positive impact on identified SEMH pupils’ emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) Relax Kids demonstrates a	£800	Behaviour data Staff identifying pupils struggling emotionally to be back in school	SENDCO Teachers and support staff	Structure of lessons changed to include a 10 minute recap opportunity to allow all pupils the opportunity to recall prior learning. Wellbeing breaks and movement breaks were incorporated across the day to increase concentration. Return to school in March – all timetables changed and bubble structure to ensure pupils had access to social and emotional intervention activities across the week. Catch up after school sessions were well attended and gaps in learning

			higher level of impact compared to other services.				were met where objectives complemented class teacher assessments of gaps and needs.
1	Pupils' mental health and wellbeing has been impacted on during lockdown.	<p>Pupils' wellbeing, resilience and motivation is improved.</p> <p>Pupils learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p>	<p>EEF Healthy Minds - There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	£0	Staff identifying pupils struggling emotionally to be back in school	Teachers and support staff	<p>RSE curriculum put on hold for further development and to focus PSHE curriculum on resilience and social/emotional skills.</p> <p>Large percentage of pupils have returned with low self-esteem and confidence. They require support to be able to access the work and sustain their concentration for extended periods of time. Worry monsters and calm corners introduced in every classroom and increased focus on wellbeing discussed openly in school. Pupils were encouraged to discuss how they were feeling and supported in making decisions on how to feel better. Wellbeing activities and tasks given to all families.</p> <p>Forest School will be introduced Sept 2021.</p> <p>Relax Kids continues to be a focus for 2021-22 with all children accessing a ten-week programme ran by an ex-member of staff who already knows our pupils needs and abilities.</p>

J	Teachers to provide fortnightly work packs to office to copy for pupils. Stationary packs purchased and set up ready to give out when required.	Increased engagement in home learning		£500	Staff know who is not accessing Teams. Parents requesting support	Teachers Office manager Office admin	Any child self-isolating was delivered 14 day packs. All children accessing remote learning was delivered fortnightly work packs and resources by Attendance Officer. 147 packs were delivered every two weeks. Any child self-isolating was delivered 14 day packs.
K	Access to technology for staff – purchase of laptops	Staff have laptops equipped to complete home learning, access school-based resources from home and ability to communicate learning to pupils effectively.	School laptops to be used for staff whilst DfE allocation to be used for home learning and then put into school circulation.	£0		IT lead HT	All staff were provided with laptops and internet access through use of free data cards provided by Vodafone

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

- Chair of Governors - Lee Ferry
- Kris Armstrong
- Rachel Bell
- Mandy Redshaw
- Joanne Rees-Proud

Committee meeting dates

Autumn: December 2020

Spring: March 2021

Summer: June 2021

Autumn summary

Substantial number of pupils required to self-isolate over first term primarily due to older siblings attending secondary provision testing positive or parents testing positive. There has been one case of a pupil testing positive after parent was contacted as a direct contact of a positive case. The family members were all asymptomatic.

DfE allocation of laptops was slashed from 51 devices to 11 which were ordered in November when first bubble was closed.

December school ordered 67 additional laptops.

Remote learning package secure and shared with staff in event of another lockdown where remote learning is required.

Spring summary

Lockdown in January – march saw 110 pupils access school and 253 learn through paper packs and online Teams teaching.

All families requiring a laptop or internet access were provided this – some families have been able to keep the devices to continue to support learning at home since return to school.

School had no further bubble closures.

Summer summary

All but 4 pupils returned to school for summer term.

Timetables were changed dramatically to ensure maths and Literacy basic skills were a focus across the wider curriculum as well as PE and PSHE – social and emotional support was key as majority returned with low self-esteem and very low resilience to work. Many pupils were overweight and struggled to focus across a morning so movement breaks and wellbeing breaks were introduced.

Key learning was focus on all teaching to ensure pupils were still receiving the foundations of learning to prepare them for autumn term.