



COVID-19 Catch-up Premium Report

Kingsnorth CEP School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	421 (Census 2019) 418 (Census 2020)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	421 - £33,680 418- £33,440		

STRATEGY STATEMENT

Overview of catch-up premium strategy.

- Your school's catch-up priorities
 - Ensuring the wellbeing and mental health of the children and families is supported and strategies put in place as Early Intervention
 - Phonics and early reading across EYFS and KS1
 - Developing writing for all pupils
 - Identification of learning gaps through teacher assessment and formal assessment
 - To ensure fundamental building blocks of learning are secure, by Quality First Teaching and addressing misconceptions
- The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning
 - Focus on Quality First Teaching in highly inclusive environment using Support staff.
 - Assessment for children in Reading, Writing, Maths and SPAG
 - Bespoke and targeted interventions for identified children
 - 1 to 1 phonics and early reading prioritised with support from in-school literacy specialist
 - Academic tutoring from NTP recommended company.
- Aims
 - To reduce the attainment gap between disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - To address SEMH issues and concerns using a whole school approach
 - To ensure children are secure in their learning before moving on

Barriers to learning

Sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software (SIMS)
- Staff, pupil and parent consultation
- Attendance records
- Engagement in learning records
- Identifying pupils who may have safeguarding issues. Such as trauma or witnessing domestic violence etc.
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils suffering from trauma, anxiety, emotional and sensory overload due to environmental factors.
B	Children arriving at other points in the academic year with additional needs, particularly in KS2
C	Lack of self-esteem and confidence due to emotional barriers

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Attendance (throughout Covid lockdowns and isolations)
E	Home environment and parental engagement
F	Lack of additional services to support early development and socialisation.

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?
<p>To engage tutors through the National Tutoring Program</p> <p>Tutoring from NTP DFE subsidized 1-3 pupils 15 sessions £275-300. For up to 10 groups across the school Maths and 10 groups Eng £6000</p> <p>Tutoring school Teachers. Groups of up to 6. 15 x 1 hour sessions £450.00 Up to 15 groups £6750.</p>	<p>To reduce the attainment gap between disadvantaged pupils and their peers</p> <p>To ensure children are secure in their learning before moving on</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>To engage Tutors through the NTP to provide pupils on a 1-3 online tutoring for English and Maths 3 times a week in basin Numeracy and SPAG and Reading skills. Pupils identified through formal and teacher assessment and prior knowledge of the child.</p> <p>Liaise with class teacher and tutor to track improvements and how this can be supported in the classroom setting.</p> <p>Regular meetings and reviews with Hos</p>	S Sullivan	Fortnightly

<p>CPD for Teachers and Support staff in ways to academically support pupils and address lost learning</p> <p>KS Leads and Lit and Maths leads monitoring costs. 6x cover 1 day per term 1 day PPMs KS Lead £1500</p>	<p>To raise the attainment of all pupils to close the gap created by COVID-19 school closures</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Staff to complete signposted CPD inline with Appraisal targets and SDP.</p> <p>PPM's to reflect CPD used to improve attainment and progress of identified pupils</p> <p>Timetabled interventions and whole class strategies impact evidenced through triangulation.</p>	<p>S Sullivan</p> <p>Assistant head KS leads</p>	<p>Termly</p>
<p>Well being and Mental health action plan used and understood by all staff members</p>	<p>To address SEMH issues and concerns using a whole school approach.</p> <p>Children and families to understand their own mental health and how to seek support if required.</p>	<p>Mental health and wellbeing policy (Oct 2020)</p>	<p>Wellbeing questionnaire for all families to establish children and adult in need to targeted support and signposting.</p> <p>Staff give daily whole class emotional check ins and give support to pupils struggling</p> <p>Recognising pupils with good mental health and the attributes that may contribute to this</p> <p>Whole school approach to 'Growth mindset' and a shared language based on positive regard and encouragement.</p>	<p>Amanda Love Laura Howling</p>	<p>PPMs Termly (6 times)</p> <p>As/When needed.</p>
Total budgeted cost:					£14000
Targeted 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?

<p>Early reading and phonics intervention</p> <p>KB £31.08 P/H</p>	<p>Children are secure in sound knowledge and have the skills to segment and blend words</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Using assessment termly to identify gaps and the intervention required.</p> <p>Support from Literacy Specialist and Read, Write Inc. Consultant (3 times per year)</p> <p>Homogenous groupings to ensure teaching is pitched at correct level for individual children</p>	<p>S Savage/K Bate</p>	<p>4-6 weeks</p>
<p>Stories three times a week discussing the emotions.</p> <p>£55.00</p>	<p>Children are able to understand social and emotional topics through child-friendly stories which will them to explore their own and other's feelings.</p>		<p>Colour monster by Anna Llenas Stuck by Oliver Jeffers Ravi's Roar by Tom Percival Conker the chameleon by Hannah Peckman Shine by Asuquo</p>	<p>E Gore J Hayward</p>	<p>Termly</p>
<p>KS2 focus on Reading comprehension</p> <p>£30.00</p>	<p>To improve the attainment of disadvantaged pupils at each phase in relation to the attainment benchmark.</p>		<p>Reading Comprehension sets of books purchased to support learning Monitoring of the use and effectiveness of the materials</p>	<p>T Mobbs</p>	<p>Termly</p>
<p>KS2 to focus on stamina in writing</p> <p>4x £17.99 = £71.96</p> <p>Books</p> <p>Pens</p>	<p>Using a variety of strategies including closing the vocabulary gap, using high quality texts. Increase of SPAG across the KS and high quality teacher modelling.</p>		<p>High quality texts purchased. Spelling shed licence. Lined exercise book for every children. (cost of 61 a4 lined exercise books) A special pen for every child. (61 pens) Story opener/ story starter picture box (https://www.consortiumeducation.com/story-starter-writing-cards-1)</p>	<p>All KS2 classes via Year group evaluation pf Action plan</p>	<p>Termly</p>

<p>To ensure pupils close the gap in their understanding of basic maths where gaps are identified.</p> <p>£100.00</p>	<p>Provide additional Maths resources to Year groups to support learning through manipulatives.</p>		<p>Purchase maths equipment</p>	<p>R Green KS1 Lead E Gore L Howard Maths Leads</p>	<p>Termly via Year group Action Plans</p>
<p>KS1 Talk through stories</p> <p>KB AA £31.08 P/H £20.15 P/H</p>	<p>Contextualising words in stories to provide meaning to words. Using words in different contexts and engaging children in stories. Children to then implement these words in everyday discussions.</p>	<p>Read, Write Inc.</p>	<p>Daily whole class intervention in addition to Literacy lessons</p> <p>Pre-planned daily sessions (1 book per week)</p> <p>Through looking at pupils work and discussions, vocabulary is evident and growing.</p>		<p>Termly</p>
<p>Improve the writing ability and stamina across the school for identified reluctant writers.</p> <p>Use technology to support some reluctant writers.</p> <p>Purchase 2 laptops.</p> <p>£ 400.00</p>	<p>Using Clicker to ensure an inclusive learning environment. To have an impact on improving writing enjoyment, It will improve confidence and engagement. It facilitates those with poor motor skills, it will increase writing self regulation. It will build resilience and increase stamina and help those with diverse needs</p>		<p>Purchase Clicker 8 and licenses</p> <p>Laptop available and ear phones</p>	<p>AL</p>	<p>Termly</p>

EYFS NELI program YR TA's £31.08 P/H	Nuffield Early Language Intervention program To support children overcome language difficulties through targeted vocabulary, narrative skills, active listening and phonological awareness	Elklan – EEF research projects	Daily intervention for small identified group (through assessment) Group sessions and 1 to 1 sessions Initial and final individual assessments Ongoing assessment with Phase leader	RG/EG	
Total budgeted cost:					£5000.00
Other approaches					
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?
ELSA (Emotional Literacy Support Assistant) 9 days Training for £882.45. JW 9 days Training for £807.30. PR AL Cost dependent on time.	To support the emotional development of identified pupils	Three members of staff currently in training. Training by Educational Psychologist with a focus on loss and bereavement.	Regular meetings and timetabled intervention. Boxhall profile to track progress and signs of improvement.	AL	Termly

<p>Schools Direct Teacher Training Program.</p> <p>Supporting the training of the next generation of Teachers.</p> <p>Ensure High quality training opportunity</p> <p>Additional training time including an extension on their school placements for another Term. Due to Covid Lockdown and partial closer of whole class and lack of opportunity for whole class teaching during this period.</p> <p>£8172</p>	<p>To ensure the Teacher Training Program in school supports and trains future teachers to ensure high quality teaching.</p> <p>To ensure trainee teachers understand and are fully able to meet the criteria to gain QTS reduce the impact of oronavirus (COVID-19) on our ITT provision</p> <p>give trainees a fair opportunity to qualify</p> <p>safeguard teacher supply</p> <p>ensure those awarded qualified teacher status (QTS) are of the highest possible quality</p>	<p>Coronavirus (COVID-19): initial teacher training (ITT) - GOV.UK (www.gov.uk)</p>	<p>High quality Lead mentor and training mentors</p> <p>Regular feedback to students and university</p> <p>Opportunity to teach and time for the Trainee to reflect and talk with mentor.</p>	RG	Termly
--	---	---	---	----	--------

<p>Online Learning Provision</p> <p>Purchase of 10 laptops to support home learning for the disadvantaged</p> <p>£3000</p> <p>Purchase 5 laptops for TA support at home in the event of bubbles closing</p> <p>£1500</p>	<p>To support home learning for those unable to access online learning due to lack of technology.</p> <p>To support home learning via 1:1 with TA's for specific learning.</p>	<p>What's working well in remote education - GOV.UK (www.gov.uk)</p>	<p>Some pupils not able to engage with online learning without the technology to support this.</p> <p>Some pupils need additional support to ensure they can access online learning at their level and pace.</p>	HOS	
<p>Online Learning platform provision</p> <p>Seesaw license for all school</p> <p>£1892.00 per year</p> <p>Purple Mash license for whole school</p> <p>£2430.00 3year</p>	<p>To ensure the children can access reliable platforms and access high quality teaching and lessons.</p>	<p>What's working well in remote education - GOV.UK (www.gov.uk)</p>	<p>The school need a platform to teach and for the children to be able to access quality</p>	HOS	
Total budgeted cost:					£17000.

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies

Year Group action plan

Neli overview

ELSA training