

COVID 19 Catch Up Premium

What is it for?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

How much do we get?

The Catch Up Premium grant for this academic year is £29,720.

What are our priorities?

Priority	Further Detail	Costing
1. To ensure the most vulnerable receive access to teaching provision, particularly in Reading.	1. Summer School Provision x teachers plus time to prepare additional curriculum materials.	10 teachers x 3 weeks = 30 days / 195 hours x hourly rate = £4,000. Additional reading materials = £3,000 £7,000
2. Ensure those who can, come to school to receive a full educational offer.	1. Attendance officer monitoring of attendance, additional calls and contact to parents. 2. Additional safeguarding checks to ensure welfare of all pupils. 3. Additional 1:1 support for most vulnerable.	£6,000 Additional phone calls / home visits / liaising with families (AHT and DHT inc safeguarding team) £7,000 1:1 contact time for most vulnerable £15,000 Total: £28,000
3. To provide a remote learning offer to pupils who are unable to attend school, so that minimal learning is lost.	1. Training and development of online materials to staff. 2. Additional resourcing of remote learning. 3. Additional staffing where required to ensure face to face and remote learning provision.	Remote learning teacher for pupils who are isolating £8,000 Additional online platform £500
Current total spend: £43,500		



Valley Park Summer School

Impact Evaluation

The initial brief of the summer school

Who for: Low-attaining readers in school.

Year Reception to Year 6 (7 bubbles).

Also one bubble in each school for high needs SEND children defined as those with EHCPs or a stage 4 on the Sheffield Support Grid.

For selected children whose attainment was below national average in reading before lockdown (2s and 3s in Spring data drop, or 2s in Winter)

Focus: Improve reading and knowledge of all children attending.

Outcome: Improve the reading age of each child attending by 2 months from start.

Improve outcomes over time, with attendees attaining higher than their non-attending peers in Mercia reading by December 2020 and still in June 2021.

Staffing and cost

Each bubble will have up to 15 children with one adult.

The hours of the school will be 9am to 12pm each day.

There will be the following on site:

- 8 teachers;
- 1 Senior Leader (who will be SENDCo and DSL on site);
- 1 attendance officer (also needs to be minibus driver);
- 2 cleaners – one during and one after (so would need to be keyholder).

Teachers would be paid 2 days of 5 hours before the school starts to

1. Call and invite all pupils;
2. Create the booklets to be used.

How it worked eventually

The plans were followed as expected.





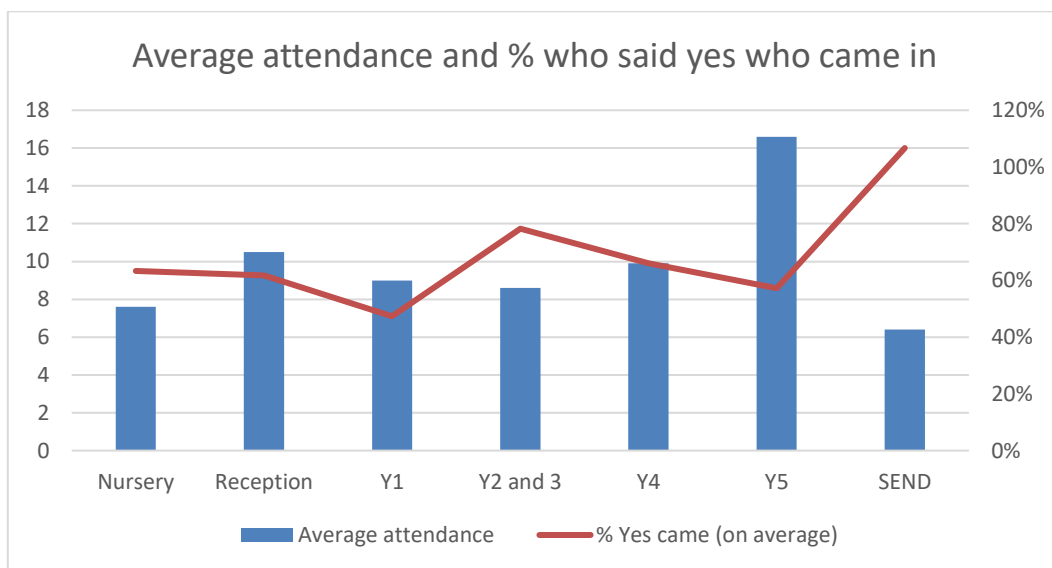
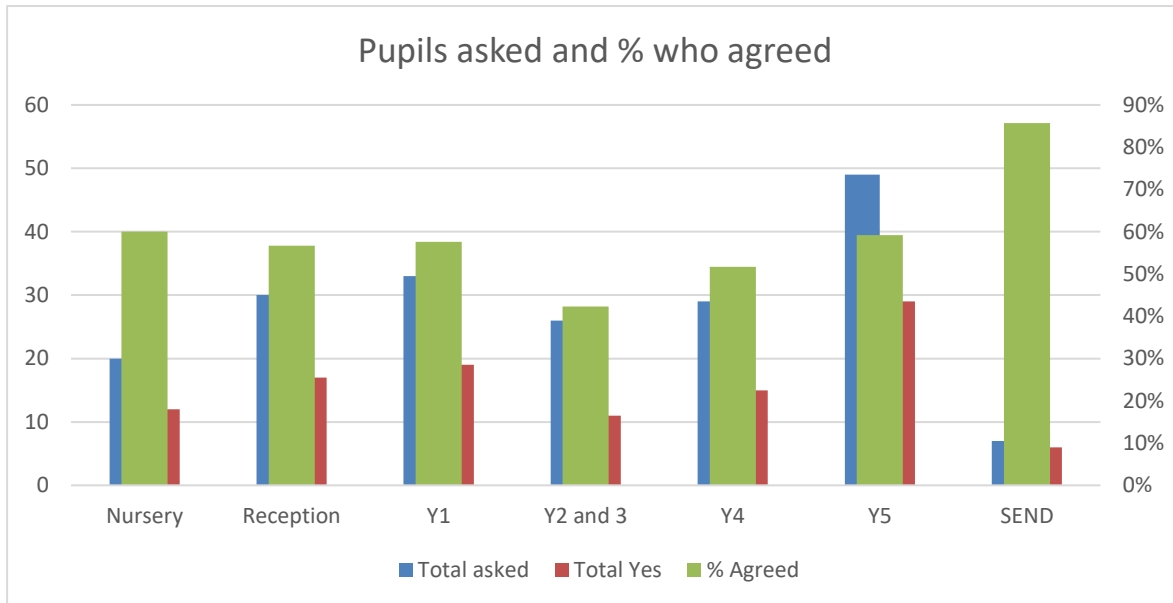
Teachers called families individually and this meant we knew who was intending to come in. We 'overbooked' the places as we expected some children to not actually turn up on the day.

Once summer school started we rand families whose children had not turned up and this mean that more children did attend.



Impact in graphs:

1. How many children came?



Comments:

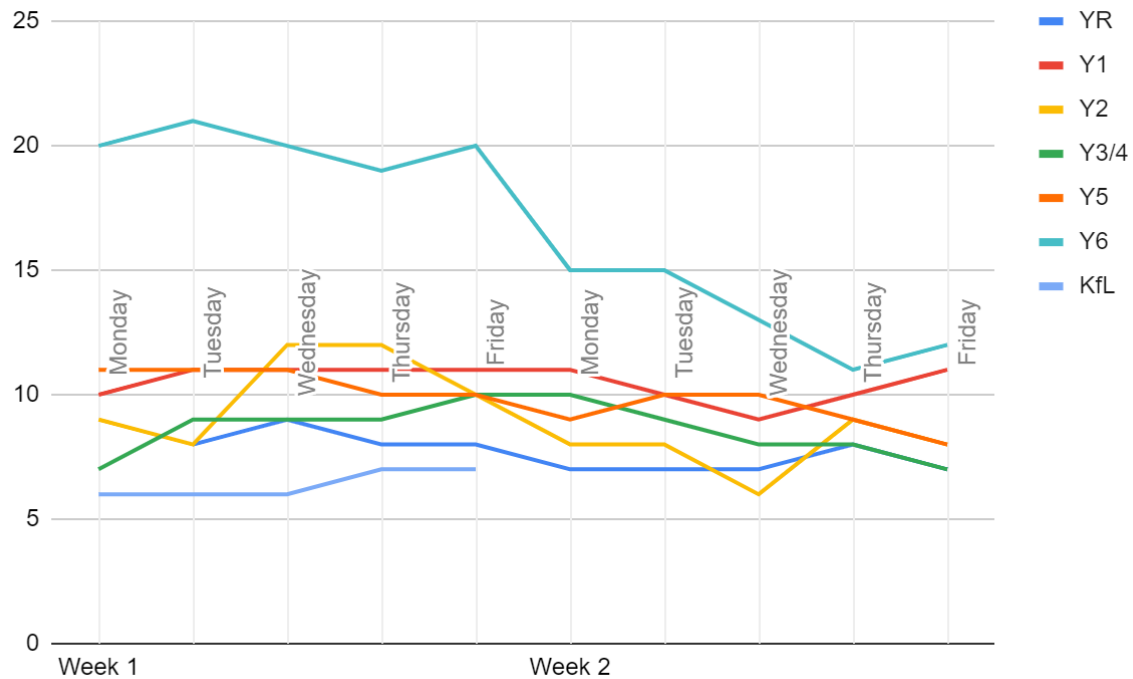
- Approximately half, on average, of children asked said they would come in. About three quarters of these children then actually came in. So to get 10 children to come in you would need to target about 25.
- Questions:
 - How did the SEND class attract more pupils?

Actions:

- Talk to the SEND teacher about her strategy.

2. Did children continue to come in?

Year group	Week 1					Week 2				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
YR	-	8	9	8	8	7	7	7	8	7
Y1	10	11	11	11	11	11	10	9	10	11
Y2	9	8	12	12	10	8	8	6	9	8
Y3/4	7	9	9	9	10	10	9	8	8	7
Y5	11	11	11	10	10	9	10	10	9	8
Y6	20	21	20	19	20	15	15	13	11	12
KfL	6	6	6	7	7	-	-	-	-	-
TOTAL	63	74	78	76	76	60	59	53	55	53



Comments:

- 5 of the children in Y6 already had holidays booked for the second week, but they are clearly the year group whose attendance dropped the most;
- The phoning round did help to keep children coming back in and so overall attendance did not drop significantly;
- The SEND class only ran for one week due to the teacher's prior commitment. Some of the siblings of these children did not come for the second week;
- It was decided to conduct the final exit assessment on the Thursday to avoid missing anyone on the final Friday;

- Anecdotal feedback indicates that some of the weaker readers found the focus on reading difficult as it emphasised their weaknesses.

Questions:

- Why were Y6 children less committed than others?

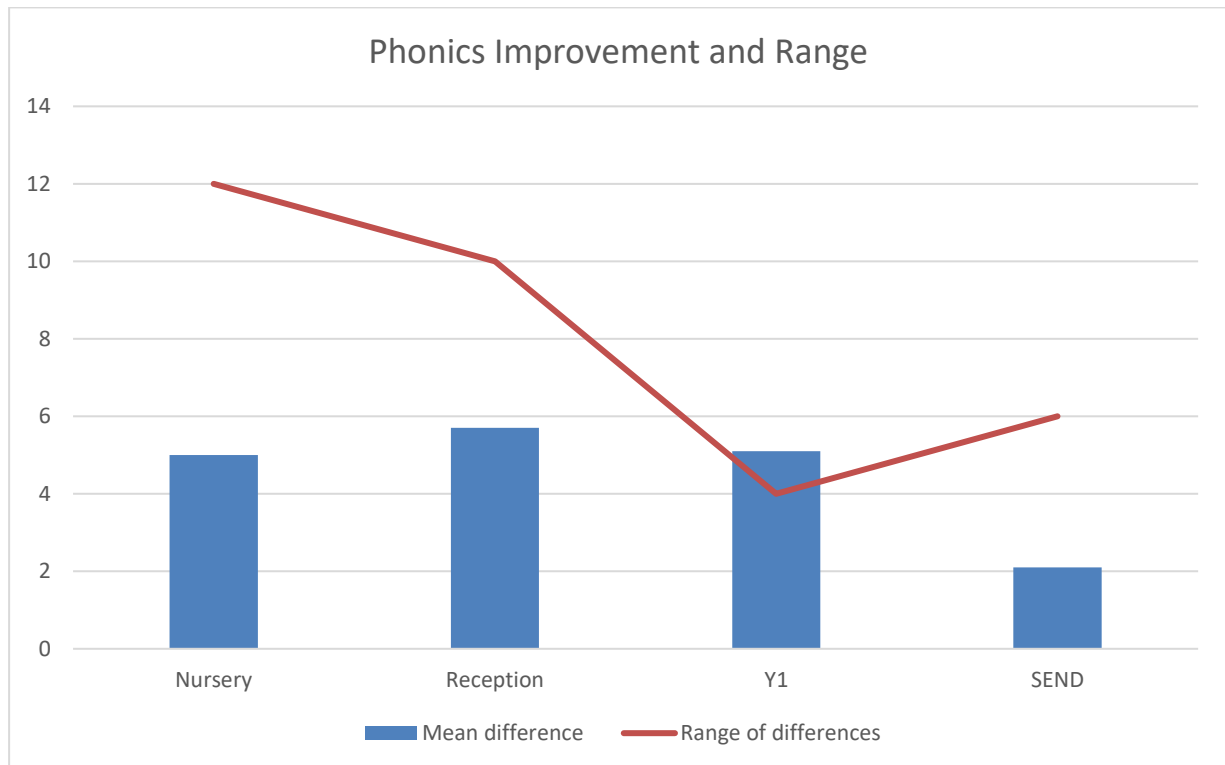
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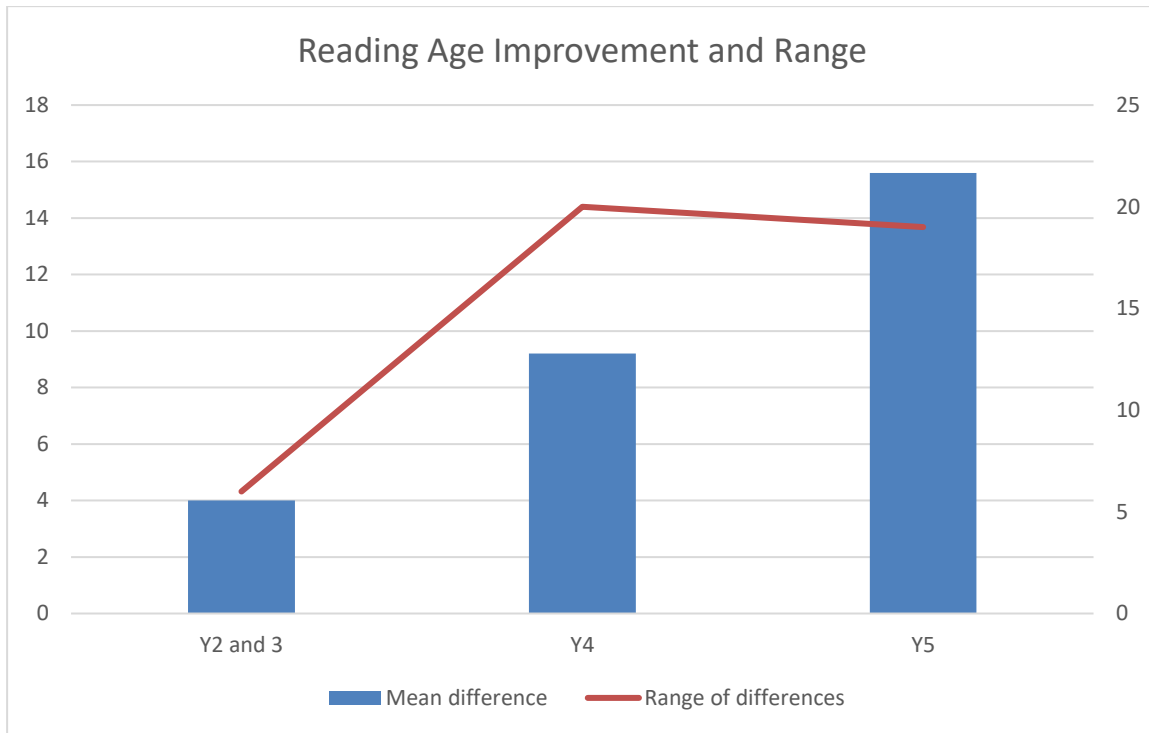
- Ask some Y6 children why they did not attend the second week.

Suggestions for future practice:

- Release dates earlier for families and staff.
- Continue the focus on reading but consider adding other subjects to allow children to feel more successful, such as maths, art or PE.

3. What impact did it have?

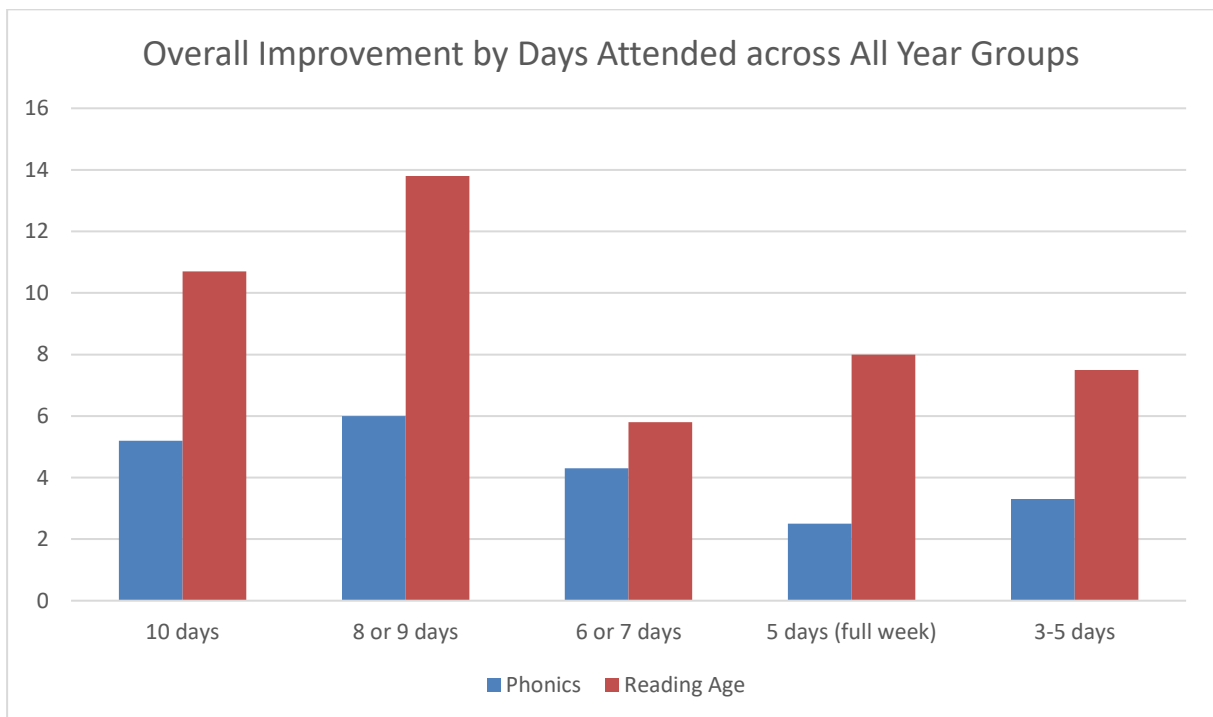
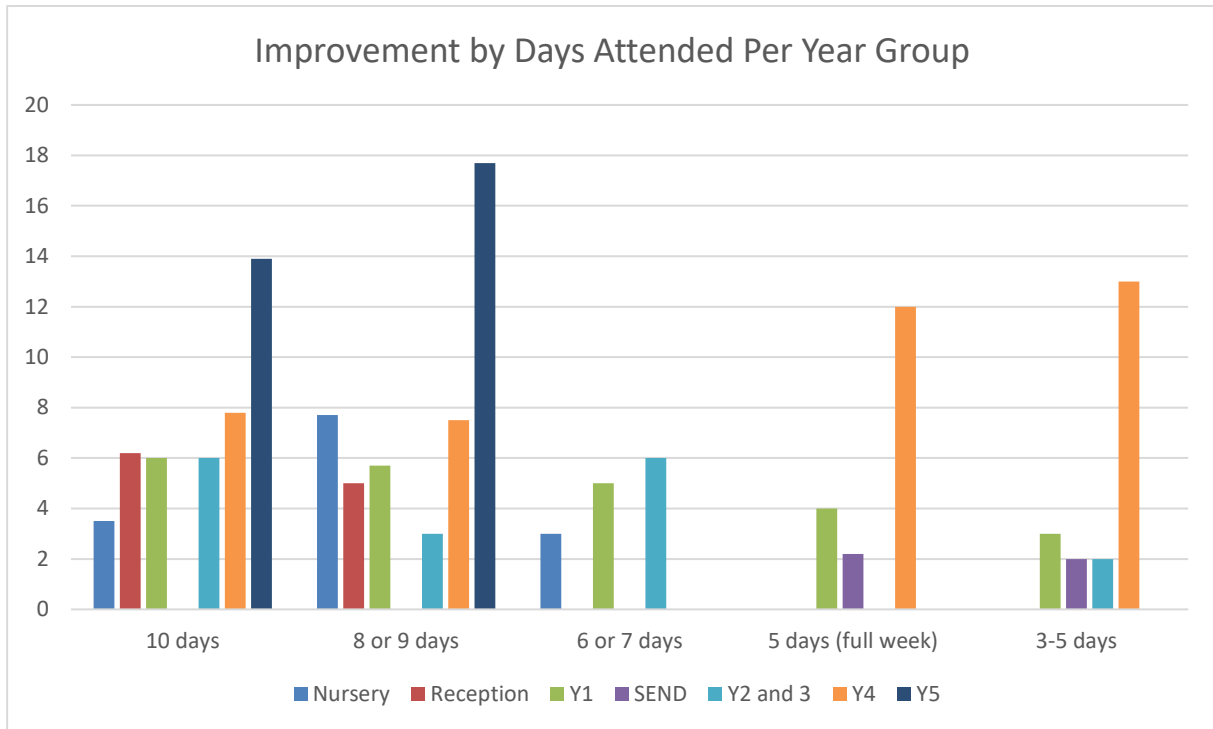




Comments:

- Phonics shows number of new sounds learned, reading age shows number of months added to their reading age;
- All children made progress;
- Younger children made similar progress in the number of new sounds learned but this was more consistent the older they were;
- Older children made good progress in their reading age but made more, on average, the older they were.

4. Did how much they attend have any impact on their progress?



Comments:

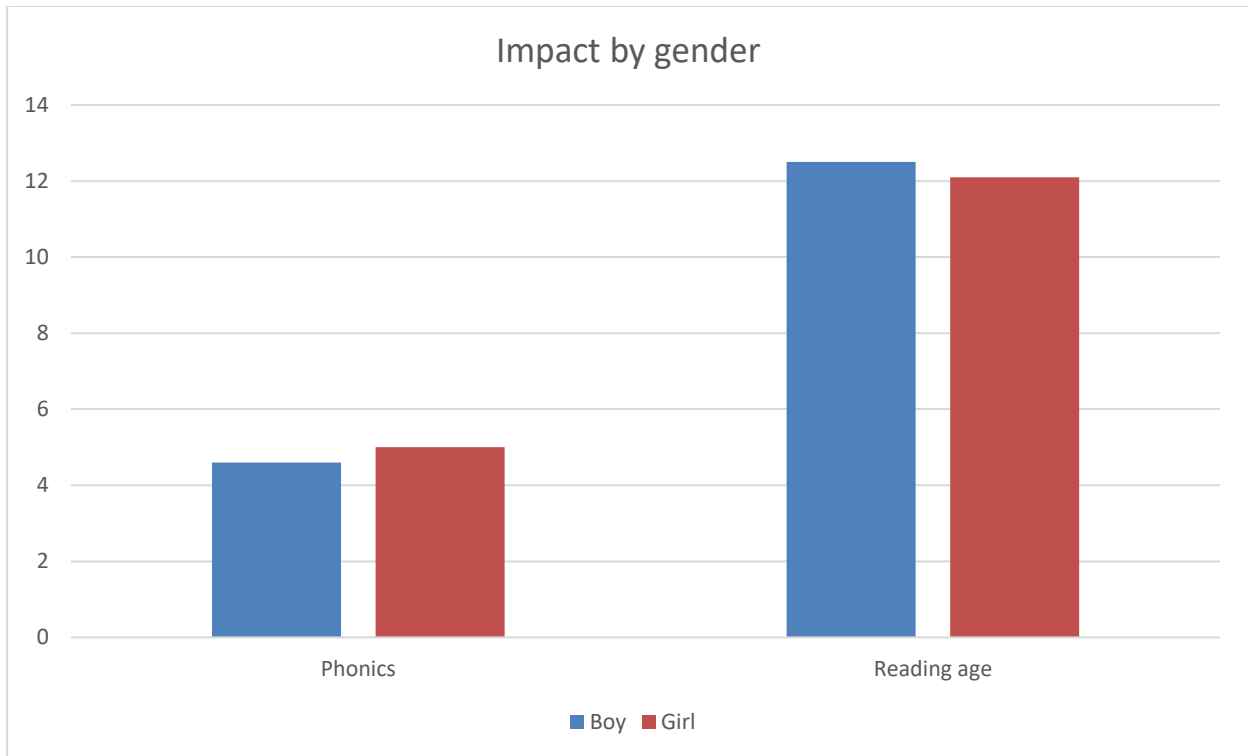
- Attending for eight or more days had much more impact than attending less than this. Although attending every day did not support greater progress than attending for eight or nine days;
- Phonics progress was proportionally lower than for reading age with less attendance;

- For reading age, it was better to attend a whole week than for parts of both weeks.

Suggestions for future practice:

- Run it all for two weeks and continue to promote maximum attendance.

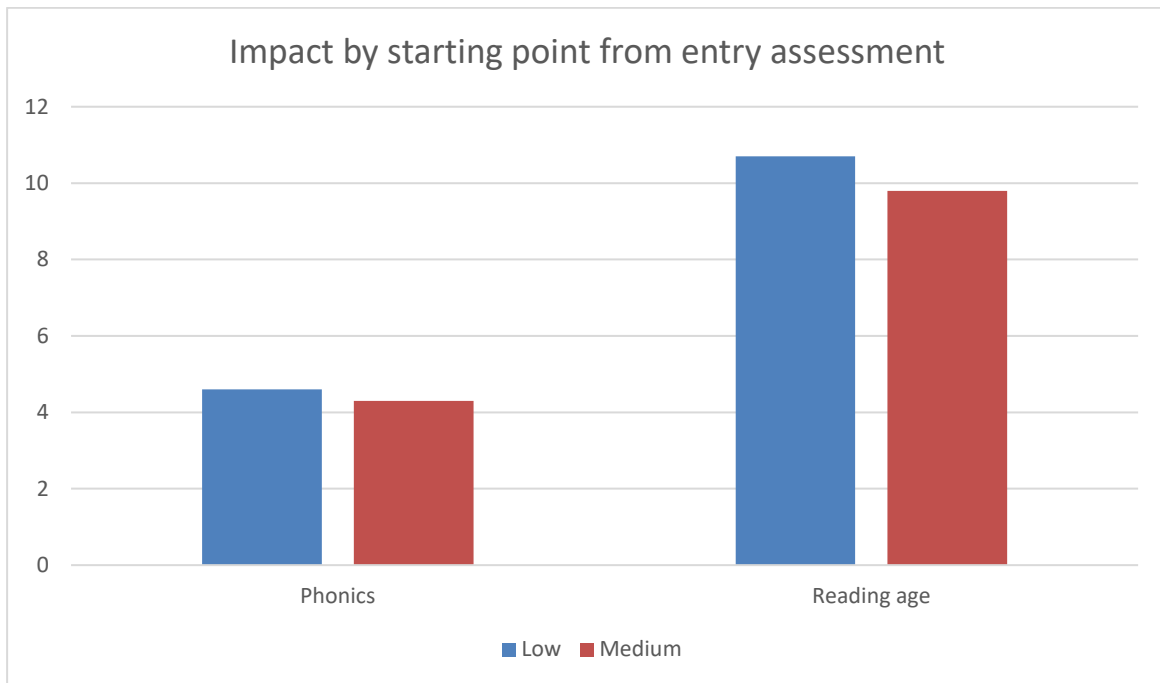
5. Did it have greater impact for boys or girls?



Comments:

- Progress was slightly better in phonics for girls than boys;
- Progress was slightly better in reading age for boys than girls;
- Progress was strong for both boys and girls and very close to each other.

6. Did children significantly behind in their reading make more or less progress than other children?



NB: 'Low' was defined as:

- Not having any phonics sounds for Nursery to Y1;
- Being 2 years or more behind their year group age for reading age.

Comments:

- Pupils with lower starting points made slightly more progress than other children in phonics and reading age.

Suggestions for future practice:

- Continue to target children significantly behind in their reading.

7. What did pupils, parents and staff say about the summer school?

Comments from pupils:

- "I liked playing outside"
- "I liked playing with my friends"
- "I liked eating snack outside"
- "The handwriting was hard but I liked that – it was good even though I missed my sisters at home."
- "I liked playing with the farm"
- "I liked reading a lot"
- "I liked having stories read to me"



- “I liked all the teacher attention and the small class sizes”
- “I liked it but I would have liked to have done some maths or something else as well”

Comments from parents:

- “good, they enjoyed it”
- “They enjoyed it”
- “she had been looking forward to it for days beforehand...and she loved coming there every day”
- “he had been desperate to come back to school and really enjoyed the small class sizes and learning at summer school”
- “he really enjoyed the opportunity to pre learn about the Ancient Greeks before September and had been doing some searching online for extra knowledge when he got home”

Comments from staff

- “I enjoyed getting to know some of the children”
- “It was great getting to know the lower ability children”
- “It would have been nice to teach some maths as well”
- “Some lower ability readers found doing reading all morning wasn’t making them feel good about themselves”
- “It has really helped my transition and coming back to school after lockdown”.

Comments:

- Children enjoyed the routine and seeing their friends;
- Many children enjoyed the small groups;
- Parents appreciated the time children came to school after such a long absence;

Questions:

- Would more variety be effective for pupils or did the tight focus help them make more progress?

Suggestions for future practice:

- Better questions for children before and after to assess how it has affected their confidence levels.

