

West Hampstead Primary School

Covid-19 Catch-Up Premium Report



2020-2021

'Schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021.'

'While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.' <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Covid-19 Catch-Up Premium Spending:

Summary Information			
Total number of eligible pupils:	385	Amount of catch-up premium per pupil:	£80
Total catch-up premium budget:	£30,800		



Covid-19 Catch-Up Premium spending for 2020-21:

Aims (Intent)

- To ensure the attainment gap created by Covid-19 school closures are addressed, particularly for those children who are disadvantaged pupils;
- To priorities well-being to enable a smooth and successful transition back into full time school so that the children are able to continue achieving to the best of their abilities.

Strategy Statement:

West Hampstead Primary School – Together We Achieve

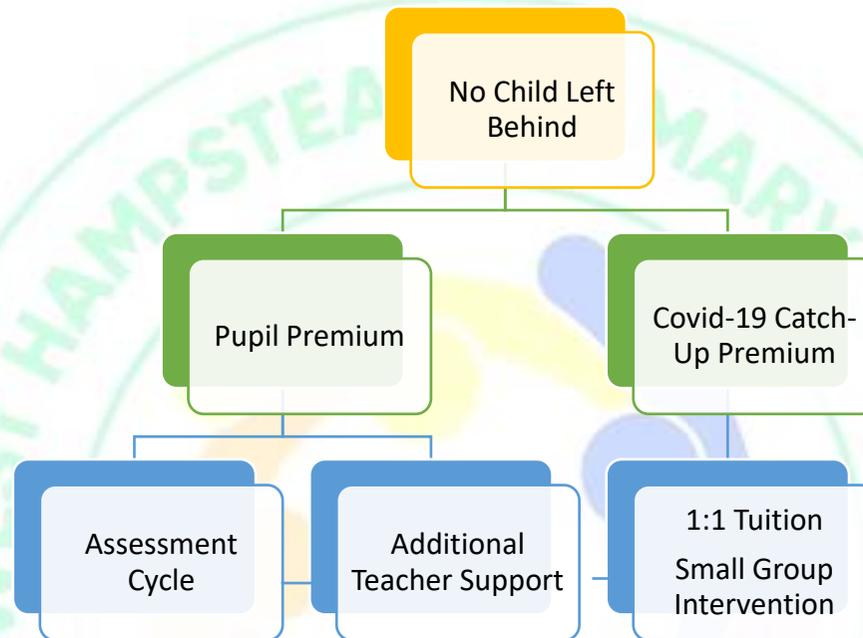
This report serves to outline the approach we have adopted at Beckford Primary School in response to the Covid-19 pandemic to address the impact this has had on children's learning and their emotional well-being. At Beckford, our aim is to ensure all children receive quality first teaching, so that they are able to maintain the attainment previously made and continue making progress.

At Beckford, it was established in the summer term 2020 that our priority, moving into the new academic year, was closing the attainment gap due to Covid-19. At this point, we created our initiative *No Child Left Behind*, which empowered leaders, teachers and support staff to quickly identify who needed support and was designed to ensure every child received the teaching and support they needed in order to close the attainment gap with their peers.

As outlined in our *Pupil Premium Report*, a number of approaches were adopted to raise the attainment of disadvantaged pupils and action our *No Child Left Behind* initiative. These approaches included:

- one additional teacher to work across KS2, supporting groups of disadvantaged children who had fallen behind;
- a rigorous assessment cycle for the 2020-21 academic year to enable teachers to assess, moderate and discuss their pupil's progress on frequent occasions across the year.

Many of the approaches funded by our *Pupil Premium* directly affect the aims and outcomes of our *Covid-19 Catch-Up Premium* as detailed in the breakdown below. The assessment cycle allows teachers to identify the children affected by Covid-19. Additionally, many disadvantaged children were also affected by the Covid-19 partial school closure and, therefore, there is some overlap in groups of children targeted by the premium.



Our strategy at West Hampstead is to further our *No Child Left Behind* initiative, through the Covid-19 Catch-Up Premium. This extension will involve:

- 1:1 tuition delivered during school hours by an additional 'catch-up' teacher
- small group intervention delivered during school hours by an additional 'catch-up' teacher
- 1:1 tuition delivered by a range of classroom practitioners after school during the summer term

Area of spend:	Focus	Total allocation
1:1 tuition delivered by additional 'catch-up' teacher	Maths, Writing and Reading	£4,389.50
small group intervention delivered during school hours by an additional 'catch-up' teacher	Maths and Writing	£21,947.50
1:1 tuition delivered by a range of classroom practitioners after school during the summer term	Maths, Writing and Reading	£4,463
		Total: £30,800

Our intent is to strategically prioritise our *Covid-19 Catch-Up Premium* towards Key Stage 2.

These children have:

- missed more school than their Key Stage 1 counterparts;
- completed more remote learning;
- a much broader curriculum to cover than their Key Stage 1 counterparts;

KS2 were learning remotely for the majority of the year, which affected, both, their academic progress and their emotional well-being. Our strategy enables targeted catch-up tuition and small group intervention, which is personalised to the needs of specific cohorts. It also allows us to offer smaller group and 1:1 sessions to support the children's well-being. Furthermore, this is driven by our assessment data which has highlighted that groups of children across Key Stage 2 are falling behind, particularly in Maths and Writing.

Barriers to Future Attainment:

- Attendance of staff and children due to Covid-19 and isolation.
- Mental health and well-being of our children and staff.
- Engagement level during remote learning.

Action plan for *Covid-19 Catch-Up Premium* (Implementation)

Action	Intended outcome	Evidence and rationale	Implementation	Staff lead	When will you review this?
Planned 1:1 tuition delivered by an additional teacher	<ul style="list-style-type: none"> • 2 hours – 30 minute 1:1 tuition session with Y5 children. 	Evidence about approaches that are known to be effective. <ul style="list-style-type: none"> • EEF's Covid-19 support guide for school <ul style="list-style-type: none"> ○ One to one tuition 	<ul style="list-style-type: none"> • CPD for additional teacher • Time allocated to discussion between teacher and tutor to 	Hannah – assistant head teacher	Termly during each assessment cycle.

		<p>Previous impact of 1:1 tuition at Beckford.</p> <ul style="list-style-type: none"> • See tuition data 2019. 	<p>ensure quality tuition for pupils.</p> <ul style="list-style-type: none"> • Access to progress information for additional teacher • Baseline and summative assessments carried out by baseline teacher 		
Planned 1:1 tuition by classroom practitioners	<ul style="list-style-type: none"> • 111 hours – one hour tuition sessions carried out during the summer term. 		<ul style="list-style-type: none"> • Strategically matched tutor-tutee. • Discussions between class teachers and tutors. • Data driven targeting. • Baseline and summative assessments carried out by tutor 		End of summer term assessment cycle.
Planned small group interventions by additional teacher	<ul style="list-style-type: none"> • 5 hours – Y5 maths support weekly. • 6 hours – Y3 maths and writing support weekly. 	<p>Evidence about approaches that are known to be effective.</p> <ul style="list-style-type: none"> • EEF's Covid-19 support guide for school • Intervention programmes. 	<ul style="list-style-type: none"> • Oversight of data and assessment to ensure the right children are targeted • Continuous liaison with teachers to ensure quality for pupils. 		Termly during each assessment cycle.

Impact:**SMALL GROUP INTERVENTION DELIVERED DURING SCHOOL HOURS BY AN ADDITIONAL 'CATCH-UP' TEACHER**

*Good progress is counted as making 6 steps of progress across the year.

*Accelerated progress is counted as making 8 or more steps progress across the academic year.

Intervention	Timing	% Good Progress*	% Accelerated Progress*	% Cumulative Good or Better Progress	Notes
Year 3 Writing	4 x weekly	85%	0%	85%	Affected by teacher isolation due to Y3 Covid cases.
Year 3 Maths	4 x weekly	67%	33%	100%	
Year 5 Maths	4 x weekly	20%	50%	70%	

1:1 TUITION DELIVERED DURING SCHOOL HOURS BY AN ADDITIONAL 'CATCH-UP' TEACHER

Tuition	Timing	% Good Progress	% Accelerated Progress	% Cumulative Good or Better Progress	Notes
1:1 Maths Tuition for Y5 Pupils	1 x weekly for 30 minutes	83%	0%	83%	

1:1 OR SMALL GROUP TUITION DELIVERED BY A RANGE OF CLASSROOM PRACTITIONERS AFTER SCHOOL DURING THE SUMMER TERM

*Good progress is counted as making 6 steps of progress across the year.

*Accelerated progress is counted as making 8 or more steps progress across the academic year.

Tuition	Year Group	Timing	% Good Progress	% Accelerated Progress	% Cumulative Good or Better Progress	Notes
1:3 Reading Tuition	3	1 x weekly for 1 hour	33%	33%	66%	Affected by Year 3 isolation.
1:4 Reading Tuition	3	1 x weekly for 1 hour	50%	25%	75%	
1:2 Reading Tuition	4	1 x weekly for 1 hour	0%	100%	100%	
1:4 Maths Tuition	4	1 x weekly for 1 hour	0%	100%	100%	
1:2 Reading Tuition	4	1 x weekly for 1 hour	50%	50%	100%	
1:2 Writing Tuition	5	1 x weekly for 1 hour	0%	100%	100%	
1:4 Maths Tuition	5	1 x weekly for 1 hour	25%	75%	100%	
1:2 Maths Tuition	5	1 x weekly for 1 hour	0%	50%	50%	Affected by staff absence of 4 weeks; only 3 sessions took place.
1:2 Maths Tuition	5	1 x weekly for 1 hour	50%	50%	100%	
1:4 Maths Tuition	5	1 x weekly for 1 hour	50%	50%	100%	

KEY HEADLINES AND NEXT STEPS:

- Summary of 2020-21 Successes:
 - Timely analysis of school data and diagnostic assessments to allow leaders and staff to identify and target children effectively.
 - Liaison between an 'in-house' additional teacher and permanent staff to allow a holistic view of the child.
 - 1:1 and small group tuition had a positive impact on pupils with **83%** of targeted children making good or better progress.
 - 1:1 and small group tuition accelerated the progress of **59%** of children.
 - **83%** of children who received 1:1 tuition once a week for 30 minutes made good progress.
 - **83%** of children who received small group intervention alongside their normal lessons made good or better progress.
- Barriers to children making progress:
 - There were a number of occasions when both children and staff had to isolate due to Covid-19 resulting in slower progress for some children in year 3.
- Next steps:
 - SLT and intervention team to analyse data from Summer 2021 to identify which groups and individuals to target.
 - Continue to provide 1:1 and small group tuition:
 - Tuition delivered by additional teacher during school hours
 - Tuition delivered by teachers and support staff across the school
 - Application for funding for tuition of year 5 pupils
 - Continue to identify key areas in the school which would benefit from additional group teaching during the school day.

