

# COVID catch-up premium spending: summary

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SUMMARY INFORMATION			
Academy name:	Devonshire Primary Academy	Amount of catch-up premium received per pupil:	£80
Total number of pupils:	410	Total catch-up premium budget:	£32,800

## STRATEGY STATEMENT

- The beginning of Year baselines for Devonshire highlighted:
  - ✓ most children at Devonshire Primary Academy are not currently meeting age related expectations
  - ✓ the teaching of grammar and maths has been more effective in KS1
  - ✓ whilst reading was our weaker area, it is now by far the strongest.
- Our internal data (*see attached Start of Year Baseline Report and SFA Baseline Report*) shows that retention in Reading is stronger than in Writing and in Maths.
- Priorities
  - To raise the attainment of all pupils to close the gap created by Covid 19 in RWM
  - To reduce the attainment gap between the disadvantaged pupils and their peers in RWM
- Devonshire Recovery Measures
  - The Trust Recovery Curriculum
  - Baseline Gap Analysis – to identify baseline assessment and identify gaps in knowledge.
  - Timetables weighted to English.
  - TA hours increased to provide consistency and stability to help close gaps. SFA, Big Maths, interventions, reading.
  - TA4 Year 6 – organise interventions, team teach, group support.
  - Investment in reading materials to enable pupils to be immersed in vocabulary and to read challenging novels that they might not have ordinarily chosen to read.
  - Interventions:
    - Individual – to address SEND/offer appropriate challenge
    - Group – to address historical curriculum weaknesses as a ‘catch up’, to reinforce subject specific skill
    - School – to address historic curriculum weaknesses as a ‘catch up’ curriculum. Whole school interventions SFA/BIG Maths
  - NELI intervention
  - Nesy intervention
  - NTP – Third Space Learning



## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Due to missing more than a term in school, a decline in the number of children who were meeting age related expectations was expected, if only because they were not receiving teaching input required to move their learning on. Despite providing packs, daily online activities, incentives, phone calls, well- being visits etc... not enough children were accessing learning during this time. Although <u>Reading</u> retention was stronger, baselines still suggest that the pupils still need to close the gap on National figures.
B	Following the baseline assessments, it has become clear that the children have forgotten the basic semantics of Writing and that the measures taken were justified and the correct course of action.
C	In Maths both the Lancashire and our own baseline assessments demonstrate that that the children have not retained the basic skills and have highlighted the many, many gaps in learning. This shows that we were, without doubt, justified in our decision to look for an intervention program more suited to the needs of our children.

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Inability to access remote learning for children at home having to self-isolate.
E	Retention.
F	

## Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
To provide additional hours to all teaching assistants who do not work a full week.	RWM interventions able to run on a daily basis (PM) SFA/Big Maths intervention groups led by TA consistently Quality first teaching supported (AM)	<ul style="list-style-type: none"> <li>• DFE catch up guidance</li> <li>• EEF catch up evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention plans monitored by SLT</li> <li>• Quality of teaching monitored by SLT</li> <li>• Pupil progress meetings</li> <li>• Analysis of data Dec2020</li> </ul>	NH	DEC 2020  March 2021
Total budgeted cost:					£2000 per month 3 months £6000
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?
Employment of TA4 from 23.11.20 to 31.08.21 in Year 6.	Additional support to Y5 and Y6. Booster groups for Y6 Organistaion of interventions and delivery (PM)	<ul style="list-style-type: none"> <li>• DFE catch up guidance</li> <li>• EEF catch up evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention plans monitored by SLT</li> <li>• Quality of teaching monitored by SLT</li> <li>• Pupil progress meetings</li> <li>• Analysis of data Dec2020</li> </ul>	CP	March 2021  £15,500
Purchase of Nesy learning programme following successful trial period.for Year2 with a view to extended to Year 3 and Year 4.	To systemically develop phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension.	<p>The Nesy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p> <p>Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement 2. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nesy Reading and Spelling is evidence based.</p>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> <li>• Analysis of data</li> <li>•</li> </ul>	NH	£600
Total budgeted cost:					£16,100

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?
Engagement in National Tutoring Program after successful trial with 3 <sup>rd</sup> Space Learning.	20 targeted Y6 pupils receive 1:1 tuition to help raise attainment and close gap on National.	<p>Trial period showing accelerated progress of 6 Y6 pupils in RWM.</p> <p>1:1 class teachers to direct each programme to target individual learning gaps as they arise. The result is a highly effective and completely personalised intervention, designed by teachers, for teachers.</p>	<p>Monitoring by SLT</p> <p>Pupil progress</p> <p>Data analysis.</p> <p>Downloadable session reports show how pupils are progressing each week, including content covered and tutor and pupil feedback.</p>	CP	<p>March 2021</p> <p>£3,850</p>
Purchase of Showbie Pro Learning Platform. Y1-6	Improved engagement with Online work of Remote Learning Plan.	<p>Showbie is an app used by teachers to assign, collect, and review student work. Showbie keeps student work organized by classes and assignments. At a glance, students can see their upcoming assignments and due dates so they can prioritize their work.</p> <p>Y2 and Y4 have had significant impact on engagement with their parents.</p>	Monitoring by SLT as part of Remote Learning monitoring schedule.	AC/CP	<p>March 2021</p> <p>£1040</p>

<p>Training for Senior Leaders – Curriculum 18 month training program.</p>	<p><b>Lead school-wide improvement</b> Your senior leaders will develop a clearly thought out, consistent vision for a whole-school curriculum.</p> <p><b>School-wide impact</b> This programme will help your senior leaders develop a curriculum framework for their school. It will help you provide your pupils, particularly the most disadvantaged, with the knowledge and cultural capital they need to succeed in life.</p> <p><b>Promote professional development</b> Senior leaders will share their learning with colleagues, helping make sure the new curriculum model is understood by your school’s middle leadership team and introduced across all subjects.</p> <p><b>Meet Ofsted expectations</b> Investing in senior leadership training that focuses on curriculum intent, its implementation and impact means your school will be fully aligned with the new Ofsted framework.</p>	<p>Ambition Institute's research and insight into educational disadvantage, teaching, school leadership and system leadership.</p> <p>Evidence of success in MAT.</p> <p>‘The Trust Diagnostic: a path to expertise, collaboration and peer review’ by Sir David Carter, is our first step in codifying and sharing best practice in multi-school improvement.</p> <p><a href="https://www2.ambition.org.uk/Trust-Diagnostic-Report?utm_source=AmbitionWebsite&amp;utm_campaign=SirDavidCarter-TrustDiagnosticReport-July2020">https://www2.ambition.org.uk/Trust-Diagnostic-Report?utm_source=AmbitionWebsite&amp;utm_campaign=SirDavidCarter-TrustDiagnosticReport-July2020</a></p>	<p>Weekly feedback to SLT. Monitoring by DH Action Plan</p>	<p>CP</p>	<p>Mar 2021 July 2021</p> <p>£3,500</p>
<p>Total budgeted cost:</p>					<p>£3,850</p> <p>Total actual spend £30,490</p>

ADDITIONAL INFORMATION



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Segment	Number of Pupils	Cost
NTP Pupils - Autumn 2020		
NTP Pupils - Spring 2021	15 x £55	£825
NTP Pupils - Summer 2021	15 x £55	£825
Full Price Pupils - Autumn 2020		
Full Price Pupils - Spring 2021	5 x £220	£1,100
Full Price Pupils - Summer 2021	5 x £220	£1,100
<b>Total Cost</b>		<b>£3,850.00</b>
<b>Cost per pupil, per week</b>		<b>£8.02</b>

Please also find attached:

- Ofsted Interim report Dec 2020 (draft)
- Sfa baseline report
- Start of year baseline report