Marine Academy Primary Coronavirus (Covid-19) Catch Up Premium
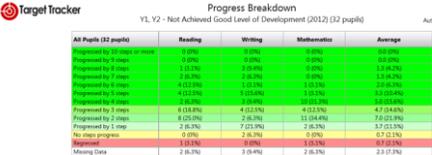
Summary Information						
Total number of pupils eligible	415			Total Catch Up Premium		£33,200

Planned expenditure							
The three headings have been taken from the EEF Covid Support Guidance for Schools. These strategies have been chosen carefully to ensure they have maximum impact while not adding to teacher workload. The Catch Up Premium will be used to support the funding of the following strategies:							

Teaching and Whole School Startegies

Desired Outcome	Action/Approach	Rational	Target students	Timescale	Impact on Teacher Workload	Lead	Allocated Spend	Success criteria
Ensure all staff have the necessary skills to protect, relate, regulate and reflect for pupils experiencing SEMH difficulties as a result of the pandemic.	Trauma Informed Schools training and Supervision for TIS practitioners	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.	Any children experiencing trauma due to the pandemic.	Training- September INSET 6 supervision sessions completed by July 2021	No impact on teacher workload. No additional paperwork required.	NK	£180 - supervision	Children identified with ACEs will be put onto a PRRR plan. Children identified with ACEs will receive less Unacceptable Behaviour Cards.
Identify particular areas where pupils have forgotten or misunderstood key concepts in the core subjects.	Baseline Assessments in Reading, SPAG/Phonics Writing and Maths.	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	All	September 2021	SLT will support Baseline and gaps analysis to reduce workload Baselines will take part in the first week of term instead of curriculum subjects so no additional marking.	Teachers/SLT	£8147 – additional teacher to provide personalised support	All children working below ARE will make accelerated progress. Children leaving EYFS will be working at a blanks level 4 and will have GLD unless an SEND need is identified. During pupil conferencing and lesson observations pupils are observed as having a breadth of knowledge.
Assess the wellbeing of learners so staff are able to provide effective and timely support.	I wish my teacher knew activity.	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced.	All	Once in Autumn, Spring and Summer	No additional workload as can be run during EML and does not need to be marked. Inclusion Team can support with follow up intervention if needed.	Teachers	£0	Every class will take part in the 'I wish my teacher knew' activity at least once a term and safeguarding concerns with be shared with DSL.

Targeted Support

Desired Outcome	Action/Approach	Rational	Target students	Timescale	Impact on Teacher Workload	Lead	Allocated Spend	Success criteria
To improve attendance, punctuality and	Extended school day	EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended	Yr 5 + 6	July 2021	No additional impact on workload as classrooms have always opened from	GB	£3,900 - 0.2 teacher	Reduction in persistent absenteeism in Years 5 and 6. Attendance to be over 96.5%

learning outcomes for pupils in Year 5 and 6.	for Year 5 and 6.	school time and in particular through the targeted use of before and after school programmes.			8:30. Staff now plan for a lesson rather than EML in the additional 30 minutes.		time to provide additional planning for this	and pupils to be on sight by 8:30. Pupils working below ARE in Year 5 and 6 will make accelerated progress. Pupils' progress and attainment will be in line with or above national and local averages.
Close gaps in vocabulary knowledge, narrative skills and active listening in the early years due to the pandemic.	Nuffield Early Language Intervention	Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.	Reception	20 week programme 1 individual session and 2 group sessions for each child identified.	Additional intervention time required and additional paperwork will have an impact of teacher workload but addition teacher will be in Reception in the Summer term to support the running of the intervention and additional paperwork.	CJ	£0	During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils.	Academic Mentor support 1:1 and in small groups for disadvantaged pupils.	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	UKS2 full-time to embed 1:1 and small groups sessions into all areas of the curriculum.	July 2021	No additional workload as Academic mentors will use teacher planning already in place and deliver to small groups.	GB/ NK	£7000 to cover the on costs for two Academic Mentors	Accelerated progress for pupils baselined as working below ARE. Gap analysis on TT will show that the gaps are no longer evident for individual children.
Close gaps in Reading, Writing and Maths identified in baseline assessments which are caused by the closure of schools.	Small group tuition for SPAG/Phonics, Reading and Maths Additional Teacher to support interventions in Year 5.	Baseline assessments showed that Year 3 and Year 5 pupils had forgotten or misunderstood key concepts in the core subjects. These classes also have the highest percentages of disadvantaged pupils. Academic Mentors will be working in upper key stage two full-time so will be able to embed 1:1 and small groups sessions into all areas of the curriculum too. EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Yr 3,5,6	July 2021	No additional workload as Academic mentors will use teacher planning already in place and deliver to small groups. Additional SPAG and Phonics groups will be run by SLT.	NK SM CJ GB CC CW	£8147 – additional teacher to provide personalised support	Accelerated progress for pupils baselined as working below ARE. Gap analysis on TT will show that the gaps are no longer evident for individual children.
Wider Strategies								
Ensure all pupils attend school and return to normal educational routines as quickly as possible	EWO support 1 day a week	Previous year scrutiny has shown that attendance has improved and no further action is needed if there has been involvement from the EWO or if a 'We Are Concerned About Your Attendance Letter' has been sent.	All	July 2021	None	NK	£5,826	Reduce the number of persistent absentees in comparison to terms last year. Overall attendance continues to be above 96%

								and reaches 98.5%. Number of pupils receiving a late letter reduces in comparison to this time last year.
Ensure all pupils including disadvantaged pupils have access to IT and Wifi if schools move to remote learning again so they are able to access blended curriculum.	IT barriers addressed through loaned equipment (Chromebooks/ Wifi dongles).	EEF: schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. It's important to ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—. In addition, providing support and guidance on how to use technology effectively is essential.	Children identified on survey	Dependent on whether schools close again.	None	SEM CJ NK	No cost. Devices provided by the government.	All families identified on technology survey will be given access to a device if schools are to offer remote learning again.

Impact Review

Action/Approach	Target students	Autumn	Spring	Summer
Trauma Informed Schools training and Supervision for TIS practitioners	Any children experiencing trauma due to the pandemic.	Unacceptable Behaviour Cards Per Term (No of UBC 2018-2019, No of UBC 2019-2020, No of UBC 2020-202021) 3 children are now on a PRRR plan. 1 pupil has not had any incidents of physical violence or destruction of property since September.	Unacceptable Behaviour Cards Per Term (No of UBC 2018-2019) No unacceptable behaviour cards given in Term 3. TIS practitioner has now attended 4 supervision sessions. No FTE and PEX this academic year. We continue to have 3 children on a PRRR plan.	7 pupils with 4 or more ACEs have received UBC this academic year. Of those, 5 have received more UBC's than they did the year before. This is in comparison to 6 pupils the previous year. Unacceptable Behaviour Cards Per Term (No of UBC 2018-2019, No of UBC 2019-2020, No of UBC 2020-202021)
Baseline Assessments in Reading, SPAG/Phonics Writing and Maths.	All	All Baseline assessments completed in the first 2 weeks of term.	Accelerated progress has not been see on Target Tracker this term. SLT will work with year groups to look at gaps analysis and there will be opportunities planned in 'Do Nows' and retrieval practices for pupils to show knowledge learnt during school closures so that the KPIs can be marked as achieved on Target Tracker.	Target Tracker Progress Breakdown

				Children leaving EYFS will be working at a blanks level 4 - the speech and language therapist will screen Year pupils in September to check they are now working at blanks level 4.

13 pupils did not meet a GLD. 10 of these have been identified as SEN Support pupils. Of the three pupils not identified as SEND, one is EAL and despite lots of progress still needs more time to develop his communication skills and one has experienced significant trauma. |
| I wish my teacher knew activity. | All | Completed with all year groups. No CPOMs concerns raised and no significant events raised by pupils. Upper Key Stage classes have this activity available to all pupils at anytime now and whole school will repeat activity in January. | One safeguarding concerned raised with DSL. | This has continued this term. No safeguarding concerns have been raised from this activity this term. |
| Extended school day for Year 5 and 6. | Yr 5 + 6 | Year 5 and 6 now start school at 8:30. Parents have been very supportive of this change. 19 Children have been late to school in comparison to 30 children last year.
In year 5, all 56 children made more steps progress in Reading between Summer 2 and Autumn 2 this year than they did the previous year. 55/56 did the same in Writing and 51 made more steps progress than they did in the same term last year.
In Year 6, 24/53 pupils have made more steps progress in Reading than the same term last year (Year 6 use the additional time for Reading). Only 1 child has made less than the expected 2 steps of progress. These children showed regression especially in the stamina for reading longer extracts after the lockdown so have had to make accelerated progress. | 20 children have been late to school by the end of term 4 in comparison to 41 pupils at the end of term 4 the previous year. We have been unable to compare data to this time the previous academic year due to school closures.
In Year 5, all pupils have made more than expected steps of progress between Summer 2 and Spring 2.

In year 6, all children have made at least expected steps of progress in reading and the majority of children have made accelerated progress.

 | (table below) |
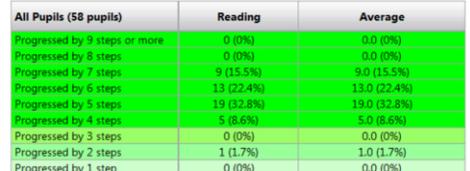
Year	Number of persistently absent pupils in Year 5 and/or 6
2018 - 2019	27
2019-2020	52
2020-2021	5

Total School attendance Term 1	95.8% (last year 94.9%)
Total School attendance Term 2	96.9% (last year 95.4%)

				Total School attendance Term 5 — 96.9% (N/A to last year due to school closures)
				Total School Attendance Term 6 — 96.8%

5		6	
96.4%		96.3%	
5AD	5LI	6AW	6DM
96.5	96.2	95.3	97.3

Due to KS2 SATs not taking place this year, we have been unable to compare attainment to local and national averages.

Nuffield Early Language Intervention	Reception	Applied for a place. We will find out by January if we have been successful.	Due to school closures, this intervention was not able to start in Term 3.	This will now start in September with the new cohort.
Academic Mentor support 1:1 and in small groups for disadvantaged pupils.	UKS2 full-time to embed 1:1 and small groups sessions into all areas of the curriculum.	Interviewed and appointed two academic mentors to start in January. Baselines show that the biggest areas of need are in Year 5 and 6.	Due to school closures in Term 3, we have been unable to close the gaps we expected to on Target Tracker. Year 6 pupils working below ARE at the end of KS1, made the following progress between Autumn 2 and Spring 2.	

			Those pupils showing as no steps progress were working in SMc's group and this was an error with data input. All pupils in this group have made 2 steps progress. Year 5 who were working below ARE at the end of KS1. We have not seen the accelerated progress that we would have liked due to the closure of schools in term 3.	
Small group tuition for SPAG/Phonics, Reading and Maths Additional Teacher to support interventions in Year 5.	Yr 34,,5,6	Phonics KS2 - 14/20 pupils increased the number for phase 3 and 5 phonemes they knew between the baseline and the end of term 2. 3 Children have moved out of phonics group and back to SPAG lessons with their class. Consider whether there is the capacity to offer those children who did not make progress additional precision teach sessions. Year 5 - all children involved in guided reading/SPAG/Phonics intervention have made at least 2 steps of progress and 7 of the 9 pupils have made more than expected progress. None of the children are currently working at ARE so the intervention will continue.	Phonics KS2 – 19/22 pupils increased the number of phonemes they knew between term 2 and term 4. Only one group of 6 children now need to continue with phonics in term 5/6 in year 3 and 4 . Year 5 – slower progress has been seen in the number of phonemes that this group know but there has been an increase in the number of tricky words they are able to sight read. This group will move onto a sight reading intervention which has been developed alongside our speech and language therapist.	Phonics KS2 – now only 8 pupils are having a phonics intervention in KS2. 6 of these pupils have progressed on the number of phase 5 phonemes they now know in comparison to term 4. Year 5 guided reading group progress below. All of the children have made accelerated progress. All but one child in Year 5 has made accelerated progress.
EWO support 1 day a week	All	Overall school attendance had in improved in comparison to last year (96.9% vs 95.4% at the end of Term 2 last year). All year groups has an attendance of 96.5% or above. Overall attendance figures for Disadvantaged pupils had improved on the same time last year (95.66% vs 94.11%).	29 pupils were monitored as part of our vulnerable pupils spreadsheet shared monthly with link EWO.	10 families referred to the EWO this term. Everyone of these has improved attendance since receiving a home visit from the EWO.

Total School attendance Term 1	95.8% (last year 94.9%)
Total School attendance Term 2	96.9% (last year 95.4%)

				Total School attendance Term 5	96.9% (N/A to last year due to school closures)
				Total School attendance Term 6	96.9% (N/A to last year due to school closures)
IT barriers addressed through loaned equipment (Chromebooks/ Wifi dongles).	Children identified on survey	No school closures during Autumn term. Admin checked whether children needed access to IT device if they had to self-isolate or a school bubble closed. No children required access to a device.	IT devices loaned to???? Families for school closures in term 3.	Pupils have been loaned devices during periods of isolation and bubble closures when required.	