

The St. Bart's Academy Trust COVID-19 Catch-up Premium Report



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| Academy: | Weston Infant and Junior Academies (The Weston Federation) |
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COVID-19 Catch-up Premium Spending: Summary

| Summary information | | | |
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| Total number of pupils: | 183 - Infants 220 - Juniors | Amount of catch-up premium received per pupil: | Infants - £79.12 Juniors - £82.18 |
| Total catch-up premium budget: | Infants - £14,480 Juniors - £18,080 | | |

| Strategy Statement |
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| <p>The Weston Federation's main area of focus is to ensure that technologies, for example digital learning, 1-1 ipads, laptops are being utilised effectively to support the learning process both within the schools and at home. This is a Trust level and school level focus. During the lockdowns, as a result of the Covid19 global pandemic, the schools were unable to provide ipad devices for children to use and this became apparent that this was an area of focus at both school sites.</p> <p>At the Weston Federation we want our children to be confident users of technology, who will be equipped to lead in a digital world. We feel that by ensuring that all children have equal access to technology, we can give them the best chance to aspire to fantastic careers. We see iPads as a valuable asset to aid in the teaching of the whole curriculum alongside other engaging activities. We feel it is important that iPads don't become the only teaching tool within school, but they should be used to enhance our current provision. iPads give an opportunity to immerse our pupils in a range of themes ensuring that children are thoroughly engaged.</p> <p>We propose to use the 'catch up' funding to fund the first years' lease of the iPads. The idea behind this is that it will help the children to boost their attainment. An individual iPad is less likely to be touched by multiple people so will be hygienic to use and will provide possibilities to deliver teaching in a different way. It also provides many more possibilities if a year group bubble has to isolate as it ensures that all children have access to the same equipment and work can be planned accordingly to work on these devices. They will all be capable of video calling too should this become necessary.</p> <p>This should help to ensure that even under the most difficult of circumstances, that children will still have the best opportunity to make progress.</p> |

Barriers To Learning

- **Attendance**
- **Speech and Language**
- **Access to ICT equipment**
- **Readiness to learn for the most disadvantaged pupils**
- **Early reading skills – phonics**

Weston Infant and Junior Academies have considered the following research when considering how the 'catch-up' up funding should be allocated, supplementing the 'catch-up' of pupils using its own budget

resources and other government funding allocations (refer to the Pupil Premium Strategy and the Recovery Funding).

In order to support children's barriers to learning the EEF advises that schools focus on:

- Teaching and whole school strategies
- Ensuring that children have access to technology in the school setting
- Pupil assessment and feedback
- Transition support
- Professional development of staff (CPD)

Targeted Approaches:

- One-to-one small group tuition
- Intervention programmes

Wider Strategies:

- Support for parents and carers to impact on pupil attendance, parental engagement
- Access to technology
- Supporting pupils' social, emotional and behavioural needs

- Research from the British Psychological Society references the impact of access to digital devices/Internet.
- Research from the Education Endowment Foundation considered the effect of extending the school day and Summer schools on educational attainment. It found that these particular measures have a low impact, suggesting it is not an effective way to address the attainment gap. Evidence also indicates that these interventions are not effective in meeting the needs of the vulnerable children who need support the most.
- What really makes a difference in children's attainment is 'high quality instruction and high quality feedback, delivered by teachers, who are best placed to assess children and young peoples' gaps in knowledge. This is linked to the Performance Management cycle for 2021-22.
- It is important that children know that education and learning is a lifelong skill, not a sprint. It is vital for children's psychological wellbeing that the rhetoric around 'catch-up' does not detract from their achievements and progress during lockdowns.
- It is also essential that this conversation does not detract from the many real issues facing the most disadvantaged children that more urgently need to be addressed by the government, such as food poverty, access to green spaces, use of digital devices and access to high-speed broadband.
- The Principal (Weston Infant and Junior Academies) and the Head of School (Weston Junior Academy) visited the Olive Tree Primary School (an Apple Distinguished School) in Bolton to see the use of ipads in action. Voice-notes on pupils work were a particularly effective way of giving one-to-feedback to pupils to enable them to improve their work.

Barriers to future attainment

Academic barriers: Periods of time away from school may have impacted on children’s progress in English and Maths across the Weston Federation.

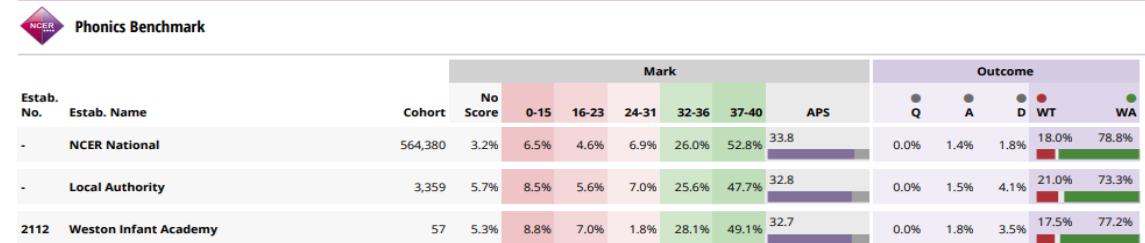
A Potential fall in percentage of children attaining in Reading, Writing and Maths and the Year 1 phonics screen due to lockdowns and non-attendance due to Covid19.

B Attainment gap between disadvantaged pupils and their peers in Reading, Writing, Maths.
Attainment – end of year 2020/21 – EXP+

| | Year N | | | Year R | | | Year 1 | | | Year 2 | | |
|----------------|--------|--------|------|--------|--------|------|--------|--------|------|--------|--------|------|
| | PP | non PP | diff | PP | non PP | diff | PP | non PP | diff | PP | non PP | diff |
| Reading | 27% | 43% | 16% | 15% | 15% | 0% | 14% | 22% | 8% | 45% | 60% | 15% |
| Writing | 18% | 43% | 25% | 31% | 15% | 16% | 14% | 24% | 10% | 45% | 57% | 12% |
| Maths | 18% | 48% | 30% | 8% | 21% | 13% | 14% | 45% | 31% | 50% | 68% | 18% |

| | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|----------------|--------|--------|-------|--------|--------|-------|--------|--------|-------|--------|--------|-------|
| | PP | non PP | diff | PP | non PP | diff | PP | non PP | diff | PP | non PP | diff |
| Reading | 50.1% | 78.7% | 28.6% | 55% | 80.7% | 25.7% | 64.7% | 68.2% | 3.5% | 44.5% | 78.5% | 34% |
| Writing | 37.5% | 70.2% | 32.7% | 45% | 64.5% | 19.5% | 52.9% | 68.2% | 15.3% | 55.6% | 82.2% | 26.6% |
| Maths | 43.8% | 78.8% | 35% | 60% | 80.6% | 20.6% | 70.3% | 61.4% | 8.9% | 22.2% | 75% | 52.8% |

December 2020 Year 2 Phonics Screen



C Speech and language/vocabulary development affected due to fewer interactions at home.
Weston Infant Academy have chosen to participate in the DFE funded Nuffield Early Language Intervention (NELI) programme and to focus on an oracy project for 21/22. This will supplement the work that the school already does based on the School Readiness programme and Language Steps in response to early identification of speech and language difficulties on entry to our EYFS classes.
Vocabulary deficit impacts on pupils accessing the questions found in Year 6 SATs papers.

Additional Barriers
External barriers:

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| D | <p>Pupils have missed a high proportion of schooling since the initial lockdown due to the Covid19 global pandemic and academic progress may be affected especially for those pupils who did not access remote learning.</p> <p>The end of 20/21 attendance for Weston Infant Academy was 95.5%. The end of 20/21 attendance for Weston Junior Academy was 95.3%.</p> <p>Overall attendance remained fairly high despite the impact of the Covid pandemic.</p> |
| E | <p>Some pupils did not attend school due to parents shielding/Covid fear.</p> <p>The persistent absence figure for Weston Infant Academy was 14.5%. The persistent absence figure for Weston Junior Academy was 10.5%.</p> <p>Persistent absence is an area of focus.</p> |
| F | <p>Parents were unable to access remote learning due to not having access to wifi/digital devices. (Paper packs were also provided).</p> <p>School recognises that not all parents had access to digital devices during periods of lockdown and that some parents did not have sufficient data to access the wifi and that this was a barrier to learning. This is a factor for purchasing ipads for use in schools with the 'catch-up' funding.</p> |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| 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? |
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| <p>Purchase of individual ipad devices for Years 2, 3 and 4 to be used as an additional tool to support teaching and learning.</p> | <p>Pupils will be able to access learning within school and remote learning out of school in the event of future lockdowns to support their development in all subject areas, particularly English and Maths.</p> | <p>The DfE's catch-up premium guidance states that 'schools should use this funding for specific activities to support their pupils' education recovery in line with curriculum expectations.'</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p> <p>Sutton Trust conducted polling of parents and teachers at different stages of the pandemic, which indicates disparities in access to devices and other barriers to learning for disadvantaged pupils.</p> | <p>Monitoring and evaluation</p> <p>Monitoring of data on a termly basis</p> <p>CPD to support staff to implement and use the ipads with the pupils (this has been purchased as a package with the ipads and staff meeting time will be allocated).</p> | <p>Mr Lewis (Infants Computing Lead)</p> <p>Mr Smitten (Juniors Computing Lead)</p> <p>Mrs Birchall (Principal) and SLT link</p> | <p>The impact of ICT to support the progress of the children will be continually monitored and impact will be looked at through lesson observations, feedback between the ICT leads and the Principal, termly data analysis to identify progress and gaps.</p> |
| <p>Purchase of a new server for the Infant site</p> | <p>All pupils will be able to access ICT due to improved wifi equipment in school. Systems will be faster for teachers to use.</p> | <p>The current server is unreliable and therefore needs replacing.</p> <p>Research has made reference to reliable wifi and broadband.</p> | <p>Principal to liaise with Trust ICT department and to ensure installation of server by half-term.</p> <p>Principal and Computing Lead to monitor the reliability of the new server following installation and note impact on use of equipment such as ipads, laptops</p> | <p>Mr Lewis (Infants Computing Lead)</p> <p>Mrs Birchall (Principal)</p> | <p>Ongoing review of the provision following the installation of the server.</p> |

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| <p>DFE laptops to be allocated to Years 5 and 6 plus any laptops in school.</p> | <p>Pupils in Years 5 and 6 will be able to access ICT through the use of the laptops to support their development in all subject areas, particularly English and Maths.</p> | <p>Laptops were supplied by the DFE to support pupil access to Digital devices and online learning.</p> | <p>Monitoring and evaluation Monitoring of data on a termly basis</p> | <p>Mr Lewis (Infants Computing Lead) Mr Smitten (Juniors Computing Lead) Mrs Birchall (Principal) and SLT link</p> | <p>The impact of ICT to support the progress of the children will be continually monitored and impact will be looked at through lesson observations, feedback between the ICT leads and the Principal, termly data analysis to identify progress and gaps.</p> |
| <p>Laptops at the Infant site to be allocated to Year 1 pupils.</p> | <p>Pupils in Year 1 will be able to use the bank of laptops to support the development of Phonics, English and Maths.</p> | <p>Existing school laptops will be channeled to pupils in Year 1 so that they have access to Digital devices.</p> | <p>Monitoring and evaluation Monitoring of data on a termly basis</p> | <p>Mr Lewis (Infants Computing Lead) Mr Smitten (Juniors Computing Lead) Mrs Birchall (Principal) and SLT link</p> | <p>The impact of ICT to support the progress of the children will be continually monitored and impact will be looked at through lesson observations, feedback between the ICT leads and the Principal, termly data analysis to identify progress and gaps.</p> |

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| Total budgeted cost: | <p>£14,480 (Infants)</p> <p>£18,080 (Juniors)</p> <p>Any additional costs to be subsidised by the school budgets.</p> |
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| Targeted support | | | | | |
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| 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 identify appropriate interventions for identified pupils to develop their knowledge and understanding in Reading, Writing and/or Maths in KS1 and KS2. | <p>Intervention programmes will support children to make accelerated progress and consolidate their learning.</p> <p>Children identified through data analysis will be tracked and gaps in learning and progress will be addressed.</p> | Internal school data analysis for the academic year 2020-21 (refer to table in Barriers B) shows a widening of the gap between pupil premium pupils and their peers. This reflects the research carried out by the EEF 'Best evidence on impact of Covid-19 on pupil attainment' which states, 'There is a large attainment gap for disadvantaged pupils, which seems to have grown.' | <p>Achievable and aspirational target setting</p> <p>Pupils discussed during pupil progress meetings.</p> <p>Regular data analysis to track the progress of identified pupils.</p> <p>M&E cycle will monitor the high quality teaching taking place.</p> | <p>Mr Lewis (Assistant Principal Infants)</p> <p>Mrs Campbell (Assistant Principal Juniors)</p> | <p>Interventions will be reviewed on a 6-weekly programme</p> <p>A baseline of data will be carried out end of July 2021 and reviewed termly thereafter</p> |

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| <p>To screen pupils on entry to the EYFS to identify those in need of speech and language development and to implement speech and language programmes suitable to their needs.</p> | <p>A higher percentage of children achieving at least expected ELG at the end of the EYFS, in Communication and Language.</p> | <p>The majority of our children enter the EYFS with speech and language skills that are below age-related expectations and as Neil Mercer (2008) (Emeritus Professor of Education at the university of Cambridge) states 'You are the only second chance for some children to have a rich language experience. If these children are not getting it at school they are not getting it.'</p> <p>The EEF Summary of Evaluation of Oral Language interventions states that Language interventions add on average 5 months progress over the course of a year.</p> | <p>Audits carried out to support the oracy project.</p> <p>Staff training carried out by the Vice Principal/SENCO</p> <p>Free (NELI) training accessed through the DFE</p> | <p>Mrs Brown (Vice Principal)</p> <p>Mrs Procter (SENCO)</p> | <p>Ongoing assessments of Speech and Language and number of interactions taking place.</p> |
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| To increase the amount of words that pupils in KS1 and KS2 are exposed to and understand to have a positive impact on their learning and outcomes. | Pupils have an understanding of a wider ranging vocabulary. Raised attainment in reading | Assessments including BPVS were carried out on Y6 pupils in 2020. This gave a vocabulary age for each child. The median across the cohort was 8 years and 9 months, which meant that Y6 children were on average 12+ months behind their peers nationally. Vocabulary is a strong indicator of reading success (<i>Biemiller, 2003</i>) | The vocabulary hoarders project has been carried out in Y6 and now needs to be implemented in the rest of KS2 and KS1. Initial benchmarks of pupil vocabulary levels to be carried out and tracked M&E cycle Start/end data for vocabulary development Termly reading Data Clear links made to curriculum overviews | Mrs Stanfield (English Lead Juniors) Miss Brannan (English Lead Infants) All staff | Ongoing review Termly data reviews |
| Total budgeted cost: | | | | | £0.00 |

| Other approaches | | | | | |
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| 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 monitor attendance on a weekly basis. | To reduce levels of persistent absence and to attain attendance of 96% or above. | The persistent absence rate was 10.5% at Weston Juniors and 14.5% at Weston Infants at the end of the academic year 2020-21. | Continual data analysis of attendance and pupils identified as PA from last year to be tracked. Attendance Leads to liaise with families where attendance is a cause for concern and with the EWO. | Mrs Brown (Vice Principal Infants) Mr Knight-Jones (Juniors) | Weekly discussion held re: attendance percentage |

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| To ensure 'high quality teaching' is evident in all lessons. | M&E cycle shows consistent evidence of 'high quality teaching' impacting on pupil attainment. | The EEF states that the difference in children's attainment is 'high quality instruction and high quality feedback, delivered by teachers, who are best placed to assess children and young peoples' gaps in knowledge.' | Monitoring and evaluation Monitoring of data on a termly basis Performance Management cycle | Mrs Birchall (Principal) and SLT | Regular M&E cycle Interim Performance Management reviews |
| Total budgeted cost: | | | | | £0.00 |

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| Additional information |
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