Covid-19 Catch-Up Premium Spend

2020-2021



Brington CE Primary School
Covid-19 Catch-Up Premium Spend



Area of development:	**Led by:**	**Others involved:**
Access to technology	Mark Farrell (Headteacher)	School Administrator (Mandy Dobson) Finance Administrator (Rebecca Watts) All staff Governing Body Outside agencies and professionals

Key Priority: To facilitate and improve the use of and access to technology for learning which takes place in school and also remotely, especially for disadvantaged children.

Date to begin: September 2020	**Date to end:** September 2021

Budget Available:
FSM (including at any time in the last six years): 17
Service Family: 2
LAC/Adopted: 3

TOTAL: £5120.00

- **Main issues to be addressed/link to school recovery plan:**
- Quality first teaching and learning (through the use of technology) at all times means gaps are assessed and closed quickly and the learning moves children forward.
- Additional technology supports our school's recovery curriculum

How will it be monitored and evaluated:

- HT: At least termly to consider progress and impact of provision.
- HT to present progress update to Governing Body (Standards and Resources) half-termly
- Catch-up Premium tracking sheet impact statements

• Leaders to plan effective use of the additional funding and evidence this thoroughly for 'monitoring impact' purposes • Leaders are able to articulate how they are getting their curriculum area on track from their oversight of home/ school provision • Leaders articulate the journey of development and improvement, so it is clear how effectively they are making up any lost ground and securing the best chances for pupils moving forward?				
Planned Support Strategy Title	**Cost**	**EEF Support Strategy Category (if applicable)**	**Actions (RAG rated)**	**Expected Impact**
20 X HP Chromebook 11A G8 to support quality first teaching and remote learning	£4720	Ensuring access to technology for all pupils, particularly for disadvantaged pupils	• Launch Google Classrooms as a robust learning platform to be used for learning in school and during remote learning ○ Staff trained in use of Google Classrooms (INSET)TA's ○ Children trained in use of GC at school ○ Parents/community provided with guidance in GC to support children during remote learning (if necessary) ○ GC to be rolled out as platform for weekly homework (homework policy to be changed) ○ New Remote Learning Policy/Plan agreed by LA • Purchase 20 x Chromebooks to support quality first teaching and remote learning for children who need access to technology at home.	Staff/Children/Parents can confidently use GC platform to access learning when at school and when at home. Children have access to GC platform when at school and when at home Children's speech and language development improves

			• Introduce 'Flipped Learning' in classroom teaching and learning using new technology to support Recovery Curriculum	Technology and new teaching strategies enable children to make accelerated progress
Chromebook configuration	£300	N/A	• Mark Denny (MajorSeventh) to set Chromebooks up with software	Children have access to GC platform when at school and when at home
Chromebook Licence	£320	N/A	• Licences to be paid for each Chromebook	N/A
TOTAL	£5340			

Impact Statements
Autumn term • Chromebooks have been used by all staff (whilst at school) to teach children how to access Google Classrooms for weekly homework. **All** children in school have demonstrated an ability to access their homework remotely and parents of KS1 children are able to support at home when necessary. • Through monitoring, staff have demonstrated an ability to use the Chromebooks to set weekly homework in a way that is accessible to the children. This will help the school to use the Google Classroom platform effectively (in accordance with our Remote Learning Policy) in the event of any further lockdowns. • Autumn Term Child Performance Data summary delivered at Standards Committee meeting on 12/01/2021. Key impact findings linked to additional funding spend and Development of Speech and Language school focus: o EYFS C&L Speaking – children working below expected level decreased from 100% to 42% o EYFS Literacy/Reading – children working below expected level decreased from 100% to 50% o EYFS Literacy/Writing – children working below expected level decreased from 100% to 50% o Year 1 children making expected (or better than expected) progress in Reading has increased to 92% o Year 2 Reading tracking data presented demonstrates that children who are working below expected levels are now making accelerated progress • Children in Year 4,5, and 6 have used the new technology to communicate and form links with children from different countries via video calling. The Chromebooks have enabled staff to explore more adventurous avenues within our curriculum planning. These opportunities have encouraged pupils to communicate in a variety of ways with a new range of audiences, resulting in an increase in confidence.



Spring term

- Introduction of the Chromebooks in the Autumn Term 2020 ensured that class teachers were able to incorporate Google Classroom platform to enhance teaching whilst at school and also as a platform to deliver weekly homework. Children use the devices almost daily during lessons. **Impact:** The frequent use of the Chromebooks by the children have ensured that the children have regular access to and are confident, capable users of the Google Classroom platform. This was evident at the start of the January 2021 lockdown when remote learning was initiated immediately and all children were able to complete

their daily lessons remotely via Google Classroom. Chromebooks were provided to those children (mostly disadvantaged children) who did not have access to a device at home.

- Following the introduction of Chromebooks which helped to facilitate the Google Classroom provision, a remote learning audit/survey was carried out in January 2021 for parents and children:

Parent Voice

  - My child has access to a tablet or laptop to complete their work. – 100%
  - I know who to contact if my child needs further support with work or well-being. 97%
  - My child's home learning pack helps with completing the learning tasks. 100%

Pupil Voice

  - I know what school work I need to complete each day. 96%
  - I know how to ask for help with my work or if I feel unhappy. 93%

Parent Comments

  - Brington has been exceptional supporting us with home Learning. The addition this time round of Google classrooms has made things easier to access and hand in required work. Also having live video calls with teachers and other pupils has helped my child feel more supported. Thank you all.
  - Love the Google Meets on a daily basis - really helps my child feel part of her class. Reward system still in place Great contact and understanding with class teacher.
  - Good support structure and daily meetings. Interesting and challenging lessons which can be undertaken without too many additional resources. Clear instructions and timely feedback
  - Instructions and digital platform seem to be good - she is able to operate them and work independently. Well organised and supported.
  - Brington have been outstanding. They have made home learning ten times easier than it would be without structured teaching. Their strengths are that they know the capabilities of each individual child and are setting them work accordingly. If there are any issues the teachers are on it with helpful, kind and patient support.
  - My child has mainly enjoyed doing the work set, and having a draft timetable helps. The class chat at 11am always brightens the day and definitely helps keep him going. The continuity works well, he knows exactly what is expected of him each day. The English with Mrs Kennedy in the video works well.

Chromebook Devices used for daily, remote catch-up interventions (including target Pupil Premium children)

- Following the January 2021 lockdown, the Chromebooks have been instrumental when delivering daily catch-up interventions. All class teachers carried out assessments (within the first two weeks back from lockdown) to identify learning gaps.

- Children who needed support were identified and were part of a daily intervention timetable. Mrs. Baish (Assistant Headteacher) is currently leading the catch-up project and delivers all of the interventions remotely using the Chromebook devices and via the Google Classroom learning platform.
- An additional member of staff had been recruited so that Mrs. Baish can be released to deliver the remote intervention sessions. **Cost: £4,844.70 Duration: 12th April – 23rd July**
- Following each intervention session, Mrs. Baish records and models (via video recording) additional homework tasks (using the Chromebooks) for the children and parents to access when at home so that the parents are aware of the additional work being completed by the children and so that they can also provide support when at home.
- **Impact: Case studies of target children presented to Governor Standards Committee 27/04/2021 – this included progress demonstrated in children's book/class work as a result of the interventions. Summer 1 Data drop will be used to provide a more accurate analysis of progress. Blink observation of the interventions (14/04/2021) demonstrated that**
    - **the remote interventions are fun and engaging,**
    - **the technology/chromebooks can be operated by both child and class teacher to enhance the content of the session**
    - **assessment and tracking of child progress during and after each session was robust and evidenced in Google drive folders**
- **Catch-up/pupil premium monitoring meeting (28/04/2021) attended by MF/SK/KB focused on new layer of catch-up interventions through homework and communication with parents through chromebooks and Google Classrooms (explained above) – it is too early to provide data analysis/impact on this development.**

Summer Term

- Through the use of the Chromebooks, the Google Classroom platform for remote learning has been embedded into every aspect of school life.
    - Children access weekly homework via Google Classroom and all work is submitted electronically each week. This has reduced workload for teaching staff as the platform enables staff to track work submitted each week more efficiently.
    - Chromebooks are used in a wide range of lessons; they are used to enhance the teaching and delivery of content directly to the whole class or individual children.
    - Flipped learning has been trailed in Owls Class during the Summer Term. The impact report from the class teacher has been positive. The class data shows that most of the targeted children who accessed flipped learning made additional progress in the Summer Term (especially in writing). Following a review of the impact, it is intended that flipped learning will be used throughout all classrooms at Brington next academic year.
    - High quality remote learning has continued to be accessible by all children who have had to self-isolate this term through test and trace. This is a direct result of the children having access to and frequent use of the Chromebooks whilst at school and at home if required.
- Chromebook Devices used for daily, remote catch-up interventions (including target Pupil Premium children)

○ Internal data and case studies show that all children who took part in the daily intervention sessions made accelerated progress in the targeted areas of learning. Evidence was presented to the Standards Committee on 01/07/21 which provided comparisons of the children classwork before and after the sessions took place; there was clear evidence of the children employing their new skills independently, accurately and consistently.