

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	220	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17600		

STRATEGY STATEMENT

Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Teaching

High quality teaching is the most important approach schools have to improve outcomes for their pupils. Ensuring Quality First teaching will impact most positively on all pupils and is therefore the best strategy.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact. Pupil Assessment and feedback assessment information can help teachers determine how to support their pupils most effectively. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Wider Support Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Overall Aims

Our catch-up priorities include:

- Supporting the children emotionally and ensuring they are ready to learn
- Making sure they feel safe and are happy to be back in the building
- Identifying and addressing any gaps created through the extended lockdown
- Ensuring positive behaviours for learning are re-established and remain high profile to enable positive learning outcomes
- Accelerating progress through additional opportunities and provision

Our core approaches include:

- Strong PHSE and TIS opportunities for all children
- Teacher led interventions
- Additional staffing to support children’s identified learning needs
- To prepare children to access learning remotely if needed in the future
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Our overall aims of our catch-up premium strategy are to:

1. To ensure social and emotional wellbeing of our children
2. To reduce the attainment gap between our disadvantaged pupils and their peers
3. To raise the attainment of all pupils to close the gap created by COVID-19 school closures

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Due to school closure, expected progress rates slowed down and gaps need to be identified and support given. Although remote learning was of a high quality, some children will have gained gaps and not all areas of the curriculum were delivered as normal.
B	Emotional behaviour and social difficulties due to isolation and non-attendance.
C	Oracy and lower levels on entry due to lack of opportunities.

ADDITIONAL BARRIERS

External barriers:

D	Lack of attendance due to required isolation during term.
E	Impact of school closure to Covid-19.
F	

Planned expenditure for Covid Catch Up current academic year 2020-2021

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?
Support all staff to build upon skills developed so first quality teaching and learning for all children continues to be of high quality	All children get high quality teaching inputs from teachers who know the children well	Share information from EEF research Monitor and feed back to staff Continue development of use of google classrooms Make sure staff are deployed appropriately Provide additional teaching by 0.3 music teacher releasing class teachers during the autumn term.	Monitoring programme and pupil reviews	JC	Throughout the autumn term through meetings and discussions
Make sure that children are accessing a broad balanced curriculum	Look at gaps from INSIGHT objectives in foundation subjects. Draw up timetable to ensure coverage	Follow guidance to ensure children have balance of activities and gaps are bridged	Feedback from children and planning scrutinies. Regular look at books. Timetable checks	BC and JC coordinators	Oct Dec Feb
Make sure strong PHSE programme in place and behaviour for learning revisited so all children are ready to learn. TIS sessions for those identified after support for all	Children have positive learning attitudes and are ready to learn	As a TIS school we have been supporting children and families in many ways and are fully aware of mental health needs. Children will not be ready to engage if they have not had their emotional needs supported.	Feedback at pupil reviews TIS practitioner discussions Parental feedback CPOMS Work with outside agencies	NJ BC JC	Sept Oct Dec Jan March June
Total budgeted cost:					£3000

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?
<p>Year 2 to have intensive phonic catch-up sessions and individual sessions for those with any gaps.</p> <p>Focus to move to reading comprehension skills.</p>	<p>97% reach the phonic check mark and children are confident in reading.</p> <p>Star reading data showing improvement.</p>	<p>Need to assess and address any gaps in children's learning. Children need the firm phonics background</p> <p>Reading skills are key to educational success.</p>	<p>Children will take phonic assessment after the half term. 97% phonics assessment.</p> <p>Data analysis and pupil review discussions.</p>	<p>CC CM</p>	<p>October 2020</p> <p>Dec 2020 Feb 2021 April 2021 June 2021</p>
<p>Year 6 - additional teaching sessions to address gaps in basic skills created due to lockdown.</p> <p>Additional teaching time from headteacher so small group support available.</p>	<p>By December, children have made accelerated progress if needed so back on track.</p>	<p>These have less time in primary school and need to be prioritised having not had as many opportunities to return to school before.</p>	<p>Assessments made each month and groups adjusted.</p>	<p>BC JC</p>	<p>October 2020 December 2020</p>
<p>Year 4 intervention group to be targeted by class teacher, who will be released to lead focused groups.</p>	<p>Majority of children back on track and individuals needing support received it. Further targets set from assessments made.</p>	<p>Due to school closure, engagement of small group support needed to ensure progress needed.</p>	<p>Pupil reviews and feedback. Assessment data on system.</p>	<p>RA</p>	<p>October 2020 December 2021</p>

Reception - children have support to make transition to school with staff ratios allowing further development of oracy.	Children settled into school. Early baseline assessments made, and curriculum planned accordingly.	Closure of pre-schools resulted in lack of social opportunities and for some language development opportunities.	Discussions with staff and assessments made.	KH	October 2020 December 2020 February 2021 April 2021 May 2021 July 2021
Year 1 to have targeted interventions from January. One to one support for identified children.	To ensure phonic knowledge is at the right level by June, despite the lockdown.	Firm foundations will support later development and reading skills that are key to educational success and confidence.	Ongoing assessment and pupil review meetings.	KJ	Feb 2021 March 2021 May 2021 June 2021
All year groups to have support staff available to be deployed to deliver precision teaching, pre-learning or support to fill any gaps.	Children are confident learners and gaps identified and addressed.	Children work with familiar adults who can support their learning covering the gaps due to lockdown.	Monitoring of timetables. Performance Management interviews. Learning Walks Undertaken.	JC BC	Termly
Year 5 - targeted support in Spring Term to bridge gaps.	Additional support has positive impact and pupil's progress accelerated.	After school closure, learning attitudes and confidence needs to be increased so all learners make expected progress.	Pupil Reviews and data drop in December 2020. Pupil Reviews and data drop in April 2021. Pupil Reviews and data drop in June 2021.	JC JC	December April

Year 3 support to bridge any gaps that still need addressing through small group work in summer term.	Children are confident learners and on track, particularly having developed writing skills.	After school closure, learning attitudes and confidence needs to be increased so all learners make expected progress.	Pupil Reviews and data drop in December 2020. Pupil Reviews and data drop in April 2021. Pupil Reviews and data drop in June 2021.	JC	termly
Handwriting and presentation back to expected levels by increased time allocation. Non negotiables and expectation set.	Children taking pride in work and joining fluently.	As more work was typed and children did not always present work as expected, this needs to be a school priority in the spring term.	Book looks and feedback.	All staff	December 2020 Feb 2021
Writing set as a priority as skills need further development. Staff to plan high quality sequences and give opportunities across the curriculum.	Writing developing and children can sustain focus to complete tasks set. Features of good writing evident. Use of story mapping, shared and guided writing that has led to improvement.	Point assessed in July and realisation that stamina and focus to sustain written tasks needed development. Prioritise in spring and summer when routines established.	Staff meetings. Sharing information with parents. Book Looks and celebrations.	KA JC BC	Jan 2021 March 2021
Total budgeted cost:					£12000

Other approaches					
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?
Staff Training completed to ensure all have the skills needed.	Staff confident in using research to improve teaching skills.	EEF Research Programmes started prior to lockdown, so that teachers use best research ideas to support learning,	Staff using information to support learning,	JC JCr BC KJ	December 2020
Completion of Oracy Training and knowledge used effectively.	Children's language developed well through opportunities provided, due to increased staff knowledge.	Nationally it is recognised that poor language acquisition and vocabulary development has a negative impact on educational success.	Discussions with staff and children.	KH KJ CC RA	Dec2020
Training and support for all teachers and children, so that they are confident in using additional features in google classroom, so live lessons can be delivered. Resources purchased so chrome books can be lent out to all with a need.	If in future there should be a need, all have same high-quality provision on and off the site.	To prevent any future disadvantage, all children need to be independent and their learning supported by school staff. Lessons from previous lockdown and feedback can be taken into consideration to make sure equality for all children, irrespective of background and family circumstances.	Reports from classrooms and monitoring use of google classroom. Parent feedback.	All Teachers	Half termly
Total budgeted cost:					£1680