

COVID-19 Catch Up Premium Template – 2020-21

COVID-19 catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|--------------------------------|---------|--|-----|
| Total number of pupils: | 391 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £31,280 | | |

STRATEGY STATEMENT

Nationally, our children have experienced serious disruption to their education as a result of the COVID-19 pandemic. Children who come from vulnerable and disadvantaged backgrounds are, unfortunately, the most affected. The impact of lost time in education is substantial and as a school, we must make a concerted effort to close the gap for all children in our school – academically, emotionally and socially.

We are implementing the following strategies to support pupils catching up due to the deficit caused by COVID-19

Teaching and whole school strategies

- *Enhancing Quality first teaching and support for pupils most impacted by the pandemic*
- *Pupil assessment and feedback*
- *Transition support*

Targeted approaches

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

Wider strategies

- *Supporting parents, carers and the school community*
- *Access to, and application of, technology*
- *After school tuition, boosters and clubs*

The overall aims of our catch-up premium strategy is as follows:

- *To reduce the attainment gap between our disadvantaged pupils and their peers*
- *To raise the attainment of all pupils to close the gap created by COVID-19 school closures*
- *To address the academic, social and emotional needs of pupils most affected by COVID-19*
- *To ensure the curriculum offer remains broad and balanced for all pupils*
- *To ensure that all pupils, especially disadvantaged and SEND have access and equity to high quality education*
- *To ensure resource (financial, human and physical) reach pupils who most need it.*

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BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19. |
| B | Ascertaining where all children are in relation to their age-related learning in Reading, Writing and Mathematics due to disruption caused by COVID-19. |
| C | Determining strategies and support which develop greater resilience and self confidence in children impacted by COVID-19. |
| D | Continued disruption due to 'bubble' closures and interrupted classroom learning. |

ADDITIONAL BARRIERS

External barriers:

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| D | Home learning access to be developed further during this academic year to improve access to learning at home for all pupils. |
| E | Pupils may struggle to settle back into school and class routines due to COVID 19 and lack of structured learning experiences since school closures in March 2020. |
| F | Families struggling to support child's learning at home due to home environments. |

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Planned expenditure for current academic year

| Quality of teaching for all pupils | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? (Including EEF/DfE Recommendations) | How will you make sure it's implemented well? | Staff lead | When will you review this? |
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| <p>Implement appropriate reading/writing/maths/arts/sports materials during Summer term 2020 and the current academic year to address lower than expected reading/writing/maths ages and progress within the arts and sports curriculum</p> | <p>Gaps in learning and access to materials rapidly identified and planned for.</p> <ul style="list-style-type: none"> • Recovery curriculum planned for and all missed curriculum content taught alongside and as part of a broad and balanced curriculum • Continuous assessment and moderation ensures confidence and accuracy from teachers and informs planning. • Replenishment of physical resources used in Maths, P.E, English and Music ensure children have resources to access a full curriculum despite the restrictions on the sharing of resources. • All pupils in Year 1-6 to receive Reading, Writing and Maths revision guides | <ul style="list-style-type: none"> • Supporting great teaching • Pupil Assessment and feedback • 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. • Parents have an understanding of the year group expectations for their children and how to support them | <ul style="list-style-type: none"> • Regular moderation and assessment will inform data. • Analysis of data will evidence progress made as well as identify future targets. • Teachers to set expectations on how to use revision guides and set work regularly | <p>KH/JM</p> | <p>Half Termly</p> <p>2k</p> |
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| <p>All staff to receive ongoing CPD in relation to the bespoke school based projects which are being delivered in our school. These include CPD on the Arts, Sports, IT and Core subject areas.</p> | <p>All staff to have the opportunity to engage in a range of CPD which develops teaching practice and therefore benefits the provision on offer to the children.</p> <ul style="list-style-type: none"> • Staff engage in a wide range of CPD and work together across Trust schools to enrich the school curriculum regardless of current limitations. • Shared expertise and experience create positive support networks for teachers and empowers their development. | <ul style="list-style-type: none"> • Supporting great teaching • Providing opportunities for professional development • Providing opportunities for mentoring and support • Providing opportunities for IT specific training and development | <ul style="list-style-type: none"> • CPD sessions with opportunities to share and reflect on impacts made by engagement with CPD and how to improve further • Moderation, assessments and lessons show impact of CPD in children's learning. | <p>SLT</p> | <p>Half Termly</p> |
| <p>Strategic staff deployment. SLT supporting the planning and delivery of lessons throughout the school. HLTAs to support teaching throughout with a focus on targeted group teaching.</p> | <p>Leaders to continuously support teaching staff in the planning and delivery of lessons to support targeted teaching and assessment.</p> <ul style="list-style-type: none"> • Staff are supported in the planning and delivery of lessons which target specific groups who have gaps in learning. • Higher adult to child ratio provides opportunities to close gaps for specific pupils. | <ul style="list-style-type: none"> • Supporting great teaching • Providing opportunities for professional development • Providing opportunities for mentoring and support | <ul style="list-style-type: none"> • Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children. | <p>SLT</p> | <p>Half Termly</p> |

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| <p>Up to date high quality PIRA, PUMA, GAPS and RWInc. Phonics assessments to identify pupil starting points and where to target new learning as well as support gap filling.</p> | <p>Teachers know the precise starting points for each pupil and where to pitch lessons.</p> <p>Teachers are able to tailor learning to the specific needs of pupils with pre-teach and re-teach strategies</p> <p>Progression of skills document used to identify lost learning and incorporate this into current curriculum.</p> <p>Teachers receive comprehensive Pupil Progress Reports in order to target pupils for intervention and in class support</p> | <ul style="list-style-type: none"> Majority of pupils in Sept 2020 baseline working below ARE. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. | <ul style="list-style-type: none"> Assessment lead (AL) to purchase and roll out yearly assessment schedule AL to track pupil attainment and progress Online Rising Stars analysis used to identify gaps in pupil knowledge Online RA analysis used to monitor and track age related expectations | <p>JM</p> <p>1k</p> | <p>Each assessment point and at the end of each teaching topic</p> |
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| Total budgeted cost: | | | | | £10,000 |
| Targeted support for specific groups of pupils | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? (Including EEF and DfE recommendations) | How will you make sure it's implemented well? | Staff lead | When will you review this? |

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| <p>Daily interventions with class based TA's for identified pupils – basic skills nurturing, wellbeing and academic development</p> <p>Daily teacher intervention</p> | <ul style="list-style-type: none"> Support staff utilising Nurture programme resources or interventions planned by teacher to support well-being of vulnerable children and support their emotional and academic development | <p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p> <p>Small group and one to one tuition can be effective catchup approaches.</p> | <ul style="list-style-type: none"> Observations of children, both socially, emotionally and academically show increased communication skills. Improved emotional intelligence as well as improved coping mechanisms. | <p>SLT</p> | <p>Half Termly</p> |
| <p>Wellbeing sessions available to children who have been identified as vulnerable on return to school in September 2020/Feb 2021</p> | <ul style="list-style-type: none"> Families, teachers and students are aware of high quality support on offer to support families and children who were impacted greatly by the March school closures. | <p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p> | <ul style="list-style-type: none"> Reports from Child councilor as well as meeting between teacher, family and therapist offer professional advice on how best to support individual children holistically. | <p>SLT</p> | <p>Half Termly</p> |

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| <p>Speech and language therapist sessions provided for pupils whose language and communication school had been negatively affected by the March school closures.</p> <p>A particular focus on those with SEND</p> | <ul style="list-style-type: none"> Increased amount of children able to access the expert provision of the Speech and language therapists in school due to the securing of two additional trainee therapists working alongside the resident speech and language therapist. Families given bespoke support on how to support their child's development at home. | <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</p> <p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p> | <ul style="list-style-type: none"> Regular meetings with SENDCO, Therapists and families provides b families, teachers and children with strategies to support learning and emotional well-being both in school and at home. | <p>KL</p> | <p>Half Termly</p> |
| <p>Afternoon English and Maths Intervention and support with identified pupils</p> | <ul style="list-style-type: none"> Identified children will have significantly increased rates of progress in core subject areas. | <p>Small group and one to one tuition can be effective catchup approaches.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p> | <p>Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children.</p> | <p>JM/LW</p> | <p>Half Termly</p> |

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| <p>Intervention Programmes purchased to support home learning and interventions in school Welcom and Nelli</p> | <ul style="list-style-type: none"> Identified children will have significantly increased rates of progress in core subject areas. | <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p> <p>Parents can support at home with specific tasks set and children can access independently if not supported at home.</p> | <ul style="list-style-type: none"> Teachers can track and monitor pupils engagement and achievements on activities completed in school as well as those completed at home. | <p>JM KL LW EYFS</p> | <p>Half Termly</p> |
| <p>Holiday School for Year 6 pupils</p> | <p>Minimise gaps in learning as a result of COVID-19 Prepare pupils for life beyond Primary school</p> | <p>There is some evidence to suggest that extended hours can increase children's attainment. Children have the opportunity to have additional core curriculum teaching</p> | <ul style="list-style-type: none"> Teachers can track progress and engagement and target teach gaps for the children who attend the sessions. | <p>SLT</p> | |
| <p>Before and After School targeted catch up tuition</p> | <p>Teach gaps in pupil knowledge in order for them to achieve age related expectations by July 2021</p> | <p>Small group tuition proves highly effective in narrowing the gap for pupils. Specific targets to achieve and regular practice with an experienced in school tutor after assessment to identify individual gaps</p> | <ul style="list-style-type: none"> Assessment lead to analyse pupils who are 1, 2 or 3 terms behind ARE Children assessed prior to tuition and after Specific and achievable targets set Close monitoring by SLT | <p>JM</p> | |
| <p>Total budgeted cost:</p> | | | | | <p>£11k</p> |

Other approaches to address COVID deficit

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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? (Including DFE/EEF Recommendations) | How will you make sure it's implemented well? | Staff lead | When will you review this? |
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| To offer ongoing pastoral support to families | <ul style="list-style-type: none"> Families to be secure in the fact that the school community is there to discreetly support them as well as their children. | Increased number of families contacting school for help and support since Covid 19 pandemic | <ul style="list-style-type: none"> Ongoing food bank set up by MH which provides grocery aid for families who are facing particular hardship. | SLT | |
| <ul style="list-style-type: none"> To strengthen home school relationships and the community through the development of a School Community | <ul style="list-style-type: none"> Regular TEAMS meetings with parents to share plans around curriculum and to invite to bespoke workshops Fortnightly letters from Head with school updates. Emails from class teachers with updates Frequent parent/teacher phone calls / TEAMS meetings to maintain relationships and communication. Regular sharing of pictures of children's activities on our main site and Facebook Regular videos posted onto our Facebook and YouTube Site to share children's experiences with parents. | Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout 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. | <ul style="list-style-type: none"> Increased amount of families attending TEAMS sessions with teachers and engaging with live remote learning sessions during bubble closures. High levels of traffic on Home Learning Site Letters of support and thanks from families to staff. | SLT | Half Termly |

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| <ul style="list-style-type: none"> • Access to technology | <ul style="list-style-type: none"> • Refurbish laptops to lend to families in need of devices • Ensure all families have data/ internet connection • Upgrade teacher desktops with high quality cameras to facilitate TEAMS lessons. | <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p> | <ul style="list-style-type: none"> • Use specific school email to answer all families technical support issues promptly. • Regular reminders sent to families to access device loans. | GD | |
| Total budgeted cost: | | | | | |
| | | | | | £10K |