

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	231 (R to Y6)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,480		

STRATEGY STATEMENT

Our school catch up priorities are:

- Support the social, emotional, mental health and physical well-being of all our children
- Support Early Years and KS1 children and our EAL children in closing the attainment gap in phonics
- Reduce the attainment gap for KS2 children in Reading, Writing and Maths
- Monitor attendance of children to ensure they are in school to learn and that absence does not hinder catch up strategies

We will do this by:

- Providing high quality PSHE lessons and interventions, involving external agencies where needed
- Introduce and embed interventions such as the Nuffield Early Language Intervention in Early Years
- Introduce phonics interventions to support pupils in both KS1 and KS2
- Extend use of Reading Plus programme from Year 2 to 6 to support development of reading inference and fluency
- Rigorously monitor attendance for all children to ensure learning gaps close
- Embed a strong programme of home learning to ensure children who are absent do not fall further behind their peers

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To raise attendance to ensure learning can take place and children catch up rapidly
- To support and monitor children's mental health and well-being and ensure that they are supported where/when needed

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children's social, emotional, mental health and physical wellbeing over the period of school closure due to COVID-19, needs to be taken into consideration and will be a key priority for staff. Children may have low self-confidence and have low levels of resilience and reduced stamina for learning. Staff will need to be mindful of this.
B	Access to learning due to lockdown was limited, therefore there are gaps in knowledge. Gaps needed to be addressed quickly to ensure children catch up and make appropriate progress.
C	Some pupils had limited access to reading materials due to lockdown and therefore, reading ages may be lower than expected at the beginning of autumn 2020.
D	Many children have poor language and communication skills across school, but especially in EYFS and KS1. During lockdown referrals were not processed and support from external agencies not offered.

ADDITIONAL BARRIERS

External barriers:

E	For some pupils, low attendance is an issue that will effect academic progression. Targeted children will be monitored closely to ensure that further attendance issues due not effect academic progress further.
F	For many children, English is not spoken at home. This has had a huge impacted on families being able to support children's learning at home.
G	For many children, limited parental literacy, numeracy and ICT skills have meant children have not had effective support at home to ensure learning has taken place.
H	Many families lack access to ICT devices / internet at home. This may limit children's opportunities to access home learning should they have to self-isolate, or their bubbles close.
I	Some children may find difficulty in settling back into school routines and may have limited levels of concentration due to COVID-19 and the lack of structured learning experiences since school closures in March 2020
J	Parental mental health issues are on the rise. This may impact of parenting skills and support for learning at home, children's attendance in school and a child's own mental health. Staff need to be aware of this.
K	The school deprivation index is very high and childhood poverty is a concern. This may impact of children's basic needs being met which in turn may impact attainment and achievement in school. Staff are very aware of the impacts of childhood poverty.

Planned Expenditure for 2020 – 2021

Quality of teaching for all					
Action	Rationale	Implementation	Intended Outcome and Success Criteria	Staff lead	Review
Access to technology	Staff are able to provide effective home learning platform to ensure all children have access to quality teaching	<p>CPD training / Engagement in ICT Demonstrator Schools Programme for teaching staff ensures clear understanding of Google platform and how to use it effectively to deliver and support quality home learning (Year 1 – 6)</p> <p>EYFS engagement in Tapestry as their learning and communication platform</p>	The use of Google platform / Tapestry enables access to a highly effective and progressive learning from home	HT / ICT Lead / SLT	Summer 21
	Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology can also be valuable: for example, by facilitating access to online tuition or support. (EEF)	<p>School purchase an additional 30 more Ipads for KS2</p> <p>Purchase and implementation of learning platforms such as Oxford Owls through Read Write Inc for Phonics and Reading, extra Reading Plus licenses, One Decision for PSHE, REAL PE at Home</p> <p>Embed Google Classroom in practice so that children are familiar with access</p>	<p>School has enough technological devices in school for children to learn on</p> <p>Children have access to quality learning resources when taking part in home learning, which help to close the attainment gap</p> <p>Children have access to high quality teaching and learning during periods of self-isolation or bubbles closing.</p>	HT / DHT / ICT Lead / SLT	Summer 21
Total budgeted cost:					£6719.00

Targeted support					
Action	Rationale	Implementation	Intended Outcome and Success Criteria	Staff lead	Review
One to One and small group tuition	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF)	<p>Daily 1:1 reading with targeted children (additional resources purchased hard copy and online)</p> <p>Daily phonics support for target individuals from N –Y6</p> <p>Additional support for development of fine and gross motor skills (N – Y1)</p> <p>Additional maths support for target individuals Y1 – 6</p> <p>Purchase of Numicon resources in school / teacher handbooks – to be used to support maths teaching and learning across school</p>	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress</p> <p>Narrow gaps of phonics knowledge for targeted children</p> <p>Develop and improve gross and fine motor skills to support with co-ordination and handwriting development</p> <p>Narrow gaps in Maths knowledge and skills</p>	HT / DHT / Class teachers	<p>End of each term</p> <p>Every 6 weeks</p> <p>Ongoing</p>
Intervention programmes	In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary (EEF)	<p>RWI phonics training for all staff</p> <p>Deliver the Nuffield Early Language Intervention (Reception)</p> <p>CPD for staff in Catch UP Literacy and Catch up Numeracy Training – 1:1 session for identified children</p> <p>Reading Plus to be rolled out across from Year 2 to those who can access it</p> <p>CPD for all staff in reading fluency – daily implementation of supporting activities</p> <p>Blast programme delivered in Nursery and Reception</p> <p>Colourful Semantics delivered from Nursery to Y2</p> <p>Social and emotional wellbeing groups; Fun with Friends KS1, Friend for life KS2, Theraplay KS2</p> <p>Communicate and Print software used by staff to support visual learners and SEND / EAL children across the curriculum</p>	<p>To improve children's phonic knowledge across the school</p> <p>To improve children's spoken language skills and narrow attainment gap</p> <p>To improve children's English and Maths skills</p> <p>Children accessing Reading Plus will show significant improvement in reading fluency and inference</p> <p>Children will show improvement in development of speech, language and communication and narrow attainment gap</p>	<p>EYFS leader</p> <p>DHT – English Leader</p> <p>EYFS Lead / Nursery Teacher</p>	<p>Summer 21</p> <p>Ongoing</p> <p>Ongoing</p>
				Total budgeted cost:	£9656.00

Other approaches					
Action	Rationale	Implementation	Intended Outcome and Success Criteria	Staff lead	Review
Attendance monitoring	In order to ensure children have the best possible chance of catching up with curriculum gaps, attendance needs to be monitored effectively	<p>Attendance officer will monitor attendance of all pupils and identify children who has attendance causing concern. These children will be monitored closely and action taken when/where needed. LA EWO engaged if/when needed.</p> <p>New weekly attendance reward chart introduced whole school – ‘Classopoly’</p>	Attendance of all children, particularly those identified as at risk of falling further behind is tracked and improves so as not to impact further on academic progress and pupil mental health	HT, SBM & CFWO	
Supporting pupils	Well-being recovery curriculum implemented early autumn term to ensure emotional support is available for all pupils In order to support targeted children’s mental health, wellbeing and build resilience	<p>Recovery curriculum at the beginning of autumn term focuses on the mental health and well-being of pupils as well as filling identified gaps in learning / One Decision resources used to support</p> <p>Fun Friends / Friends For Life / Theraplay programmes supports children in building strategies to cope in situations they may find challenging</p> <p>Create calming spaces for children to go to if they feel anxious</p> <p>Create a calming atmosphere for children</p> <p>Additional subscription to REAL PE to allow children access to physical education programme at home.</p> <p>CLPE transition unit used for Literacy in September 2020 across the school</p> <p>ERT secondary school transition support for identify Y6 children</p> <p>Timetables in school encourage engagement in physical activity</p>	<p>Children are supported to overcome any anxieties around returning to school and ensure a smooth reintegration into school life</p> <p>Identified children are taught strategies which help them build resilience that enables them to cope with challenging situations</p> <p>Children with sensory needs are able to cope more comfortably with their anxieties</p> <p>Children have a safe space to go to if they feel anxious</p> <p>Children feel calm and safe when in school</p> <p>Active children encouraged in school and whilst engaged in home learning</p> <p>Y6 children feel prepared for moving in secondary school</p>	<p>HT, SMT, all staff</p> <p>Inclusion manager, class teachers</p> <p>Inclusion manager, support staff</p> <p>HT /DHT / PE leader</p>	<p>Autumn 2020</p> <p>Spring 21</p> <p>Spring 21</p> <p>Spring21</p> <p>Summer 21</p>

Supporting parents and carers	To enable parents to feel part of their child's learning experiences	<p>Embed strong links via parent/carer correspondence (e.g. website/social media/telecommunication)</p> <p>Google Classroom / Tapestry used as communication tool for staff and parents</p> <p>Early Helps plans in place to support families where low level concerns are raised</p> <p>Termly reporting arrangements in place for parents</p> <p>SEND reviews held termly for highest ranging children on the SEND register</p>	Parents and carers are fully abreast of learning expectations, curriculum coverage and enrichment; their child's attainment and progress	HT, SMT & all staff	Summer 21
Total budgeted cost:					£2105.00