

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils: Rec - Y5 (October census)	235	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:			£18,800

STRATEGY STATEMENT

Whilst a catch-up focus on academic attainment and progress is a key priority within school, the main focus and priority that surpasses all others is to safely open school to all pupils and staff in light of the coronavirus pandemic. The safety and well being of the pupils, staff, parents and carers and the wider community underpins all other actions.

Our catch-up priorities link to our school vision that *'each child will receive the nurture, support and challenge to prepare her/him for the next stage of learning and for life beyond education. We want to release every child's potential and see them reach their goals. That means giving every child the chance to shine and achieve his or her best; be that in academic subjects, physical education, the arts or through personal and social skills.'*

Although the planned actions outlined in this report focus on reading, writing and maths, this is only part of a wider plan to support our children to achieve our school vision of becoming *'well-rounded, confident, enterprising, hard-working and caring citizens of tomorrow who embrace and respect the diversity of the'*

local, national and international community’.

We will continue to provide cross-curricular topic-based learning, as this is a strategy which we know engages the children and allows us to develop the core skills, knowledge and learning attributes the children need in a familiar and exciting way. The children will be taught the English and maths curriculum from their current starting points, addressing objectives missed during closure, but will do this through the topics usually taught in their current year group. Where essential knowledge or skills have been missed in foundation subjects, these will be addressed through the current topics.

The overall aim of the catch-up strategy is:

To raise the attainment of all pupils to close the gap created by COVID-19 school closures and additional isolation periods for groups and individuals.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Internal baseline data shows that significant numbers of pupils are working behind the expected standard in Reading, Writing & Maths compared to the national expectation for their age and their progress and attainment levels at March 2020
B	Coronavirus pandemic restrictions: Staff no longer being able to work across the school due to bubbles, limiting staff able to deliver interventions and support programmes, e.g. Catch up literacy, Talkboost. Lesson time lost spent on personal hygiene and enhanced cleaning – washing hands additionally etc
C	Lesson/curriculum flow barriers due to isolation. Bubbles and individuals having to isolate repeatedly and not all pupils accessing remote learning during this time.

ADDITIONAL BARRIERS

External barriers:

D	Low attendance of some cohorts due to isolation, bubble closure and parental choice
E	Limited access to digital devices to support home learning
F	Limited parental capacity to support pupils with remote learning, e.g. because of work commitments, younger siblings at home

Planned expenditure for current academic year

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 staff training to disseminate knowledge of how to use specific intervention programmes Cost - £0	Support staff working in bubbles will be equipped to implement specific intervention programmes and will deliver them to groups and individuals	Specific programmes were already in place prior to the pandemic, delivered by individual teaching assistants across year groups. By sharing these skills more teaching assistants will be able to deliver these successful programmes in each bubble.	Time given on training day for staff training in different programmes. Resources acquired for each bubble. SLT will monitor provision of programmes in each phase and feedback to HT and governors.	JB and SLT	February 2021
Teaching staff training	All teaching staff will	Launchpad to Literacy resource has	Training provided by experienced	KP and AD	February 2021

<p>on Launchpad to Literacy resources. Cost - £0</p> <p>Launchpad to Literacy posters for each year group. Cost - £210 for posters</p>	<p>be able to use Launchpad to Literacy resource to identify gaps and barriers for individuals and groups and develop support programmes and activities using Launchpad to Literacy resource bank</p>	<p>been used to identify gaps previously. It is a cost effective way to establish pupils' barriers to learning and to develop simple programmes, using resources already in school. It can be bespoke to individuals or used to identify groups with a similar need.</p>	<p>staff. Access to resources, including each year group having its own poster. Monitored by SLT in each phase and feedback to HT and governors. Further training, discussion during staff meetings in spring term to review.</p>		
<p>Remote learning strategy and policy implemented. Staff trained on use of Class Dojo. Cost - £0</p>	<p>All pupils will have access to high quality remote learning during isolation periods. Pupils' learning will continue remotely allowing them to continue with the curriculum.</p>	<p>Early Years will continue to have remote learning provided through Tapestry, with a focus on key skills in the prime areas. Parents are familiar with this platform and there is less requirement for Early Years to submit work in written form. Key Stages 1 and 2 will use Class Dojo, which allows for interaction and feedback between pupils and teachers, but can be accessed at times which work best for families. As this is a free platform it is also cost effective and as an app can be accessed by parents who only have digital access via a smartphone.</p>	<p>Our remote learning policy sets out the expectations of how and when remote learning will be used. Expectations are shared with staff and parents. Headteacher is able to access both platforms to monitor engagement of pupils and work set by teachers. Teachers check platforms daily during pupil isolation periods and contact parents directly if there are any issues or if a child is not engaging. Parent feedback is generally very positive.</p>	SLT	On-going. regular agenda time at staff meetings
Total budgeted cost:					£210
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and	How will you make sure it's	Staff lead	When will you

		rationale for this choice?	implemented well?		review this?
15 hours additional Band 4 teaching assistant time in KS2 Cost - £5,495	15 hours to be used to support individuals and groups, initially in Y5, to access specific support programmes, e.g. Catch up literacy, first Class at number	Catch up Literacy and First class at number have been successfully implemented in the past. TA who has been given additional hours is experienced, known by the children and highly skilled. Due to the bubble situation she can only work with year 5 at the moment, but this frees up other staff in other year groups to give more focused time to pupils in their bubbles.	Year 5 teachers to monitor pupils progress alongside TA. both programmes have a baseline and progress assessment.	CP	March 2021
18 hours additional band 4 teaching assistant time in Nursery Cost - £6,180	18 hours to be used to maintain nursery ratios, freeing up other support staff to work in other year group bubbles supporting groups and individuals	Appointee is level 3 trained and has worked in Early years previously. She is best suited to this role which frees up staff best suited to support pupils in other year groups. This temporary appointment frees up 18 additional hours of support in key stages 1 and 2 for one to one reading, daily literacy and maths support.	SLT review deployment of support staff half termly and discuss with staff at phase meetings to discover impact of interventions and support from TAs. Teaching staff will plan for and monitor quality of support provided.	SLT	Ongoing - TA deployment is a regular agenda item at half termly phase meetings
Talkboost Cost - 0	Targeted children in EYFS will develop language and communication skills to bring them in line with their peers and achieve age-related expectation	Talkboost has been successfully used in school before. Staff are already trained and have the resources.	EYFS lead to monitor with EYFS staff Pupil progress measured against early learning goals	EYFS lead	March 2021
Catch up literacy	Targeted children in KS2 will improve their	Catch up literacy has been successfully used in school before.	KS2 lead to monitor with class teachers	KS2 lead	March 2021

Cost - £0	reading skills to be in line with their peers.	One TA is Catch up literacy trained and has disseminated her learning to TAs supporting children in other bubbles. Pupils respond well and develop a love of reading.	Pupil progress measured from Catch up literacy baseline and against national expectations		
Lego therapy Cost - £0	Targeted KS2 children will improve their listening and communication skills	Lego therapy has been used successfully in the past. Staff received training from the Inclusion Mentor and were extremely keen to implement the programme	SENCo and Inclusion Mentor to support TAs in delivery of the programme. SENCo to monitor impact in meetings with staff and feedback to SLT	SENCo	February 2021
Motor skills	Targeted Reception children will improve their fine motor skills in preparation for writing	Successfully delivered previously by trained TA	Reception staff will monitor impact against early learning goals	Reception teachers	February 2021
Dough disco	Targeted KS1 children will develop their fine motor skills to improve their strength, stamina and control for writing	Successfully delivered in Reception in the past	KS1 staff will monitor progress of pupils with handwriting and fine motor skills	KS1 teachers	February 2021
Total budgeted cost:					£11,685
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?
Reception focus on learning through play and intervention in play	Pupils will develop the ability to play interactively with their	Baseline assessments identified this as an area where Reception children were below age-related expectation.	Planning identifies play activities, staff interventions in play and objectives. Ongoing assessment	GC, AM, EW	February 2021

Cost - £0	peers through exploration, imagination, creativity, perseverance and communication	As play is the foundation for much of the children's learning it is important that staff focus on this area to ensure the children are prepared for more focused learning.	informs which groups, individuals require additional support. Early years lead monitors through discussions with Reception staff and observations.		
				Total budgeted cost:	£0

ADDITIONAL INFORMATION

Amount committed to date is £11,875. Funding received to date from the government's Catch up premium is £10,970 and a further £7,830 will be received in the new financial year. Given the constantly changing situation, school reserves the right to decide how the additional £7,115 will be spent based on pupil progress between January 2021 and March 2021 and the changing needs of the pupils.