

# Coronavirus Catch up Premium

2020-21

<b>School</b>	March CE Primary		
<b>NOR</b>	202	<b>Allocated Catch-up funding</b>	£16240 for 2020/21
<b>Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)</b>			
1. Mental Health and well-being			
2. Gaps in curriculum knowledge in Core Subjects			
3. Reading , Sustained writing and phonics			

## Context of the school and rationale for the strategy

Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 10.5% 21 pupils and Pupil Premium at 10% 20 pupils.

The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided.

Throughout the first lockdown our Numbers of key workers were significantly high we had between 34 - 47 children throughout and 110 from the 1<sup>st</sup> June .In order for good education outcomes a key feature of the recovery will be to accelerate the learning in year 5 and year 3 as there is a difference in quality of learning at home and school.

Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back full time from the start and they had an induction day at the school outside in the summer holidays . Overall attendance for Week 1 was 98.27% .This is for Week Beginning 7th September 2020

Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.

As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The baselines are agreed across the trust for consistency to use so that we have standardisation and consistency across all year groups/ cohorts/ academies. We agreed that these baselines will be carried out by the end of September 2020. At this point we have discussed as a staff/Subject leads and SLT what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning. The SLT have looked at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention in terms of academic support and Mental wellbeing support across the school

Action/Strategy Academic support	Desired Impact
Pupil assessment - Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support.	<ul style="list-style-type: none"> <li>Teachers are confident about assessing gaps in children's learning and are given tools to address these gaps.</li> <li>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</li> <li>Majority of children to be at, or above age related expectations by end of Summer term 2021.</li> </ul>

Support to transition back into school and, going forward, back into age-stage year of learning	<ul style="list-style-type: none"> <li>• Children feel secure about being in school and are able to access their learning confidently</li> <li>• ELSA to support children who are struggling to return to school with their Emotional Literacy.</li> </ul>
Training of staff for the recovery curriculum and intervention groups .	<ul style="list-style-type: none"> <li>• Teaching staff are confident about recovery curriculum to implement this especially within the autumn term and then leading on the Recovery Curriculum throughout the year</li> </ul>
Small group and 1-1 boosters for the Recovery	<ul style="list-style-type: none"> <li>• Children make accelerated progress and are ready for next stage of learning</li> <li>• Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.</li> <li>•</li> </ul>
Provision of online learning resources through google classrooms	<ul style="list-style-type: none"> <li>• All children have access to current learning whether at home or at school through google classrooms.</li> </ul>
Provision of new high quality books to support inspiring English planning to engage learners	<ul style="list-style-type: none"> <li>• Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021..</li> </ul>

Action/Strategy Parents/Carers	Desired Impact
Supporting parents and carers to support children at home through targeting communications, workshops and other targeted support	<ul style="list-style-type: none"> <li>• Parents understand their children's current stage of learning and have the tools to work alongside school to support progress</li> </ul>
Supporting Social emotional and behavioural needs of children	<ul style="list-style-type: none"> <li>• Children feel secure in school and professionals and parents work effectively together</li> <li>• Support from the Senco and Play Therapist particularly in Year 3</li> </ul>

Action/Strategy	Cost/resources	Evaluation/Impact
Baseline assessment across whole school in reading, writing and maths PIRA PUMA and GPS TESTS.	£1395	<ul style="list-style-type: none"> <li>• Used to inform planning</li> <li>• Initial September baseline assessments in key identified areas.</li> <li>• Ongoing teacher assessments during each term.</li> <li>• End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</li> </ul>
Timetabled time for teaching assistants to lead booster groups weekly; targeted to gaps in learning – same day interventions	£4728.34	<ul style="list-style-type: none"> <li>• Children's progress will be shown through gaps analysis and impact in books and learning skills</li> </ul>

Training for all staff on recovery curriculum leading to Provide time for teachers to reflect on children's learning and adjust planning in light of assessment gaps	<b>£ 1485</b>	<ul style="list-style-type: none"> <li>• Training will be done through initial insets as well as staff meetings.</li> <li>• Impact monitored through data reflection process and through pupil progress meetings and data drops.</li> </ul>
To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021	£1000	<ul style="list-style-type: none"> <li>• Staff training for Mental Health lead and disseminated through staff meetings. Impact tracked through informal staff discussion and monitoring by SLT/ SENCO</li> </ul>
Wider curriculum – curriculum subject leaders identify lost learning during Covid and plan for implementation in 20-21 SUBJECT leaders to have time to identify and provide plans for recovery	£2000	<ul style="list-style-type: none"> <li>• Impact monitored through work</li> <li>• sampling and child conferencing</li> </ul>
Phonics – baseline and gaps identified and boosters planned	£500	<ul style="list-style-type: none"> <li>• Impact tracked through data</li> </ul>
Online resources – literacy Shed my maths , TTRS, TEST BASE, new class books to support and inspire reading and support online learning .	£4000	<ul style="list-style-type: none"> <li>• Impact tracked through % use of these resources and also English monitoring.</li> </ul>
Support for families in attendance/access to curriculum/ online meetings and workshops	£1000	<ul style="list-style-type: none"> <li>• Impact monitored through attendance figures and access to learning at home</li> </ul>

Next Review March 2021

