

Bromesberrow St. Mary's C of E Primary

Covid Catch up report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	61	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£4880		

STRATEGY STATEMENT

Our main approach is to look at children's individual needs, recognizing that they will have had very different experiences of lockdown and home learning, dependent on parent support, values and capacity. Also dependent on the child, their ability and individual needs. First and foremostly we need our children to feel 'safe' and 'happy'. This is our first priority. Some children will come back with these already in place and will ease back into learning well, catching up any lost ground very quickly. Others will need more intensive emotional, social and mental health support before they are ready and able to learn. So with this in mind, our priorities are:

- Ensure child is safe, happy and ready to learn- invest in training to support existing and emerging SEMH needs
- Quality first teaching and investment in teaching partners to enable and enhance this
- Targeted individual interventions using precision teaching as our prime approach Include a brief overview of your catch-up premium strategy. For example:
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- The overall aim of our approach is to:
 - Support children's SEMH needs, recognizing that children need to be 'ready' to learn
 - To reduce the attainment gap between your disadvantaged pupils and their peers, taking an individualized approach in this
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures (aim for Summer 2021 to see a significant difference/narrowing of the gap)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Loss of knowledge after a significant gap in education (children's ability to retain prior knowledge) and knowledge not taught effectively, resulting in low levels of Maths and English
B	Knowledge not taught effectively, resulting in low levels of Maths and English
C	SEND and disadvantage barriers increased the gap between pupils

ADDITIONAL BARRIERS

External barriers:

D	Poor attendance due to coronavirus isolation and other e.g. medical, mental health.
E	The health of the home environment and the impact this has on children's wellbeing and therefore learning
F	

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?

<p>Quality first teaching supported by additional teaching partners where required</p>	<p>Teachers are able to target all children (particularly focusing on those who have fallen behind or are adversely impact by disadvantage or SEND)</p> <p>Teachers who have opportunity to be released to upskill themselves and set up/maintain and manage effective online learning for isolating pupils and other.</p>	<p>EEF's support guide for schools recognizes foremostly the importance of quality teaching. We invest in our teachers and teaching partners because they know the children best, in terms of relationships and needs, so are best placed to support and facilitate learning.</p> <p>Our teachers need quality teaching partners to support provision and enable them to invest in their own knowledge and training, particularly in regards to new technologies and ensuring that quality online learning provision is in place and effective.</p> <p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Good dialogue between leaders and teachers- leadership to provide support and challenge.</p> <p>Pupil voice- speaking to the children, finding out how they feel about their learning, what helps them now and what may help them better.</p> <p>Looking at books- visually assessing progress. Particularly focusing on Maths and Writing in Autumn term.</p> <p>Reading- monitoring through moderation with teaching staff and hearing readers in addition to pupil voice.</p>	<p>Sue Thornley</p>	<p>This is regular and systematic-evidence to be added to monitoring file to build a picture behind this</p>
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<p>Investment in assessment, valuing teacher's knowledge of the children. Teacher's to be ably supported and given time to ensure assessment is accurate and child focused.</p>	<p>To gain a very clear picture of where the children are at in their learning on entry</p> <p>From this to put in place targeted interventions where needed and adjust teaching priorities within the classroom to ensure learning gaps are being met.</p> <p>Children to be making good, rapid progress where clear catch up is evident- aim to narrow the gap in most cases by summer 2021</p>	<p>EEF's Guide to Supporting School Planning emphasizes the importance of assessment and this being the tool to be diagnostic and support teacher's in identifying gaps and then addressing these directly through quality teaching or planned intervention.</p>	<p>Leadership to scrutinize Insight data system at agreed points and have discussions and moderation with staff looking at gaps and reasons behind these</p> <p>SENCO to draw up SEND provision map to support this and work together to ensure interventions are well planned and having an impact</p> <p>Book look and moderations- informal and formal, so as to see whether books reflect the Insight system.</p>	<p>Laura Hankins</p>	<p>November data check point</p> <p>Autumn term moderation</p> <p>Staff meeting- INSET</p>
Total budgeted cost:					£1000
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>Use precision teaching to target gaps in learning for specific children</p>	<p>Children to have gained knowledge that has either been not retained or not taught</p>	<p>EFF recognizes the importance of high quality interventions on the outcome for pupils, enabling to make good progress and narrow the gap in attainment. Precision teaching is a 1:1 approach, so is costly but yields strong impact. It is planned in by the teacher to address specific gaps in learning. Children can visibly see the progress they are making, which is motivational and supportive.</p>	<p>Children's success and achievement to be seen through precision graphs- showing gain visually and clearly.</p> <p>Book looks- seeing that this is being applied</p> <p>Pupil voice- talking to the children, finding out what has helped them and</p> <p>Meetings with teachers and teaching partners, using their knowledge and Insight tracker to support gap identification for individual need to plan precision from this.</p>	<p>Laura Hankins</p>	<p>November 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021- summative impact</p>
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<p>Phonic catch up interventions</p>	<p>Children in year 1 have caught up with the phonics not retained and not taught. Most children are secure in the sounds at phase 3-5 and applying these in their reading and writing</p> <p>Daily sessions in phonics for all children and then additional catch up session for those in need.</p>	<p>EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ looks at phonics and explains the importance of this for teaching reading to young learners. We are investing in our phonics, knowing that this will have the strongest impact to enable our youngest learners to read and write.</p>	<p>Monitoring of phonics data- looking at individual progress and identifying those children for whom success seems less likely. Putting in place extra/additional phonics sessions (twice daily)</p>	<p>Laura Hankins</p>	<p>Autumn (Nov-Dec check based on progress so far this term)</p> <p>Spring February-March check</p> <p>May-June check</p>
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<p>Writing intervention 1:1 catch up (Year One children) Small group in other years</p>	<p>Children in year one to have 1:1 support with teacher to write daily to work towards narrowing the gap in writing for most children</p> <p>Children across the school to be working at writing expectation by summer 2021</p>	<p>EEF emphasizes the importance and impact of quality teaching and 1:1 intervention in having a high impact on children's outcomes.</p>	<p>Phonics trackers- looking and using these diagnostically to identify gaps and put in place catch up for children to narrow the gap.</p> <p>Dialogue with teachers- looking at what is working and adjusting as needed.</p> <p>Children's reading- hearing children read and pupil voice.</p> <p>Writing- evidence of phonics enabling writing and phonetically plausible attempts at words.</p> <p>Evidence in books- writing progress seen</p> <p>Writing moderation training session January 2021 led by LM and LH</p>	<p>Laura Hankins</p>	<p>Autumn check (Nov-Dec)</p> <p>Spring February-March check</p> <p>May-June check</p>
Total budgeted cost:					£3000
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?

<p>SEMH whole school approach-supporting our whole school community to be healthy and well, accessing support and using strategies well to deal with challenges and developing resilience.</p> <p>Using our quality PSHE curriculum including Trailblazers, P4C, Zippy's, Apple's Friends and Passport, Pink Resources.</p> <p>Teachers to also have further training through Trailblazers and Lincs project</p>	<p>Staff, children and families accessing the support/services that they need to develop resilience and be able to have strategies to support wellbeing and welfare.</p> <p>Teachers who are trauma aware and have a range of training and strategies to support SEMH</p>	<p>EEF shares the importance of teachers and their role in supporting pupils SEMH needs and how the curriculum can facilitate this.</p>	<p>Pupil voice and wellbeing-teachers assessing the subtiles of child SEMH- how they are presenting? Happiness? Openness? Friendships? Attitude and behavior, work and outcomes.</p> <p>Outside agencies support to address specific SEMH where school expertise isn't enough to support e.g. EP, Inclusion Team, Early Help, CAMHS, School Nurse.</p>	<p>Leonie Mison</p> <p>Laura Hankins</p>	<p>I line with our SDP and when neds arise.</p>
Total budgeted cost:					£880