



BROADMERE COVID CATCH-UP PREMIUM SPENDING PLAN



SUMMARY INFORMATION

Catch-up Premium Plan	New Monument PRIMARY SCHOOL
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CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:	204	Total Catch-up Premium:	£16,320
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STRATEGY STATEMENT

September 2020 Baseline assessments and Gap Analysis identified the following key priorities for our school catch up programme

- to raise the attainment of all pupils to close the gap created by COVID 19 school closure, with a particular focus on phonics, reading and mathematics
- to raise confidence, self- esteem and resilience of pupils created by COVID 19 school closure
- to reduce the language deficit for the disadvantaged pupils and EAL pupils, which has been magnified by COVID 19 school closure

Targeted support delivered through small group interventions and 1:1 consolidation sessions, this was developed following guidance from EEF. These range from morning and afterschool small booster groups to research based reading, phonics and maths intervention programmes.

Staff identified children requiring additional mental health and wellbeing support and a referral system was put in place. The SENCO set up a timetable of support, which includes emotional support and intervention, outdoor learning nurture groups and ELSA sessions. A Youth Mental Health first aider has been trained to sign post appropriate support mechanisms

BARRIERS TO FUTURE ATTAINMENT AND ACHIEVEMENT

Academic Barriers:

1.	A significant number of pupils not working at age related expectations in mathematics and have gaps in learning due to school closure.
2.	A significant number of pupils not working at age related expectations in Reading, Writing and Phonics and have gaps in learning due to school closure.
3.	The significant increase in the language and vocabulary deficit of the disadvantaged and EAL pupils impacts their access to the whole curriculum
4	Increased social and emotional anxiety with identified children

External Barriers

1.	Access to resources such as books and life experiences, reduced social interaction and structures enabling good learning.
2.	Lack of regular routines such as home-schooling work, reading, spelling, and being prepared for school.
3.	Very limited IT for several families has a significant impact on access to home schooling and therefore greater gaps in learning are created

Planned expenditure for the academic year 2020-2021

TEACHING AND WHOLE SCHOOL STRATEGIES (TIER 1) TARGETED APPROACHES (TIER 2) WIDER STRATEGIES (TIER 3)					
Priority area	Rationale /Objective	Action taken	Funding allocation	Assessment of impact	Review
Vocabulary and language development	To accelerate vocabulary and language development of disadvantaged and EAL learners	<ul style="list-style-type: none"> • Purchase high quality class reading texts for all year groups. T1 • Colourful Semantics training for all staff T1All classes to implement Colourful Semantics within their teaching and appropriate resources to be produced to support learning. T1 • Short small group preteach vocabulary sessions before/after school T2 • EYFS reading texts purchased T1 • Use of IT programmes (Widget) to enable access to the learning within the wider curriculum T1 • Develop and focus on language rich environments indoors and outdoors T1 	£3,000	<p>Half termly tracking of reading and writing.</p> <p>Monitoring of learning environments</p> <p>Pupil voice</p>	

<p>Gaps in learning in Reading and Mathematics</p>	<p>To improve access to technology / remote learning</p> <p>All pupils have access to technology to promote reading and timetables practice</p> <p>Secure basic skills and have foundations for more complex learning</p> <p>To deliver Yr6 booster groups to catch up on missed learning</p> <p>Children not attending school due to isolation have learning provided for them and they are able to access all materials and demonstrate effective learning remotely</p>	<ul style="list-style-type: none"> • Purchase ipads for the school • Pupils to have daily access to ipads so that they can access Accelerated reader quizzes and Times Table Rockstars T1 • Opportunity for over learning and repetition – TTRS, phonics sessions, Ashley Booth reading sessions etc T1 • Frequent, low stake assessment (quizzes, multiple choice) to assess understanding and retention T1 • Purchase revision books for Reading, GAPS and mathematics for Yr 6 T2 • 1:1 reading/phonics sessions before/after school T2 • Identified families have access to remote learning using school resources (spare laptops/learn pads) T3 	<p>£10,000</p> <p>£600</p>	<p>Accelerated readers Star reader assessments</p> <p>Timetable rockets data analysis</p> <p>Progress meetings and tracking from baseline of identified skills will show accelerated progress.</p>	
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<p>Physical and mental health and wellbeing</p>	<p>Children had significant reduction in their physical fitness levels compared with a pre-lockdown baseline. Feedback from class teachers.</p> <p>Increased number of children who have experienced negative mental health through lockdown</p> <p>To meet the social and emotional needs of all pupils and to offer intervention when a child has a gap at a developmental stage</p> <p>To reduce the risk of obesity and poor mental health which has been impacted by the extended lockdown.</p> <p>To develop skills and knowledge of PSHE lead in supporting pupils with mental health difficulties.</p>	<ul style="list-style-type: none"> • Purchase a standing desk for each class. Pupils to have regular opportunities to work at the standing desks T1 • Playground markings to encourage movement during playtimes. T1 • Implementation of Behaviour Policy T1 • PSHE lead to train as Mental Health first aider T2 • ELSA released to support identified pupils T2 	<p>£1,720</p> <p>£1,000</p>	<p>Boxhall profiles</p> <p>Pupil Voice</p> <p>Progress from fitness baseline assessments</p>	
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