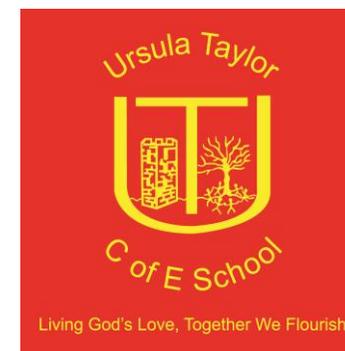


Ursula Taylor C of E School

COVID- 19 Catch UP Premium spending summary.

Updated January 2021



SUMMARY INFORMATION

Total number of pupils:	353	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,240	Total Predicted spend in 2020/2021	£27,525 Remaining £715 contingency funds

STRATEGY STATEMENT

At Ursula Taylor we have identified a number of areas where children need to catch up missed learning. These include:

- EYFS – Communication, Language and Literacy.
- KS1 – Early reading, mathematical fluency and writing
- KS2 – Writing, in particular handwriting, presentation and Grammar, Punctuation and Spelling (GPS)
- KS2 – Mathematics, arithmetic and fluency.

The priorities we have identified link to our school development plan and the provision we are offering all of our children. We feel strongly that it is essential for our children to experience a broad and rich curriculum, despite the gaps which may be apparent in their core learning. Therefore, at Ursula Taylor, all children will return to the full curriculum offer from September, covering all National Curriculum subjects. We remain committed to our topic based, creative curriculum and supporting our children through quality first teaching and effective interventions where required.

Our core aims are:

- To deliver a broad and balanced curriculum, which engages our children and promotes the enjoyment of learning

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure that the pastoral needs of all children are a priority, including supporting children for whom the lockdown has been really challenging.
- To ensure that learning is well planned, based on small steps of progression and targets gaps in learning.
- To use revision and rehearsal as a strategy to aid learning and to support the measuring of progress.
- To complete regular, low stakes assessment which is used to determine next steps and identify any misconceptions and areas for future focus.
- To use a combination of whole class teaching and targeted intervention to support the needs of our children.
- To enhance staff professional development in the key areas of Mathematics and Writing (School Priority)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Identification of gaps in learning and misconceptions – current need to gather this information more rapidly than normal due to no assessments at the end of the 19/20 Academic year.
B	Reading books that went home in Lockdown 1, quite a few have not returned – depleting our resources
C	Too few electronic devices in school to manage home learning effectively and ensure children have the access they require.

ADDITIONAL BARRIERS

External barriers:

D	Lack of quality dialogue and conversation for some children during lockdown, particularly in EYFS where the majority missed their last 6 months of pre-school.
E	Lack of devices / equipment for some children at home, or too many children sharing devices.

F	Lack of access to quality reading texts, either linked to phonic stages of attainment or sufficiently challenging for KS2 children.
G	Quantity of recorded / curriculum linked resources available in school to support home learning

Planned expenditure for current academic year 2020 - 2021

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?
To quickly and robustly identify gaps in learning, with a particular focus on Reading, Writing and Maths.	Teachers identify gaps quickly and create plans to tackle these gaps through QFT (Quality First Teaching) and Intervention. SC Teaching and Learning targets gaps and children make good progress.	Education Endowment Foundation (EEF) support guide for schools: 'Teaching and Whole School Strategies' Pupil Assessment and feedback. 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure new material being covered builds on secure foundations. Standardised assessments in literacy and numeracy might be used to identify pupils who would benefit from additional catch-up support'	PIRA and PUMA assessments to be used in Y1, 3, 4 and 5. SATs papers to be used in Year 2 and 6. New Assessment timetable in place from September, details which standardized assessments to complete and when. Internal / External moderation to be used where possible.	VM / KH KS1/2 English and Maths Leads.	To be reviewed following each assessment week.
To purchase more reading books for Key Stage 2, with a specific focus on vocabulary and complex content.	Texts in place for immediate use which are high quality and have sufficiently challenging vocabulary and content to support KS2 children.	Whole School Reading, following an approach from David Didau, has been a priority in the previous year and remains the case for this school year. This project involves using high quality texts, which are more advanced than the ability of the children to expose	Additional reading books to be purchased for Key Stage 2, and a review to be completed of the stocks of books in Key Stage 1.	VM / KH KS1 / KS2 English Leads.	Review to be completed alongside Reading assessments to determine attainment and

		<p>them to a wide range of vocabulary and content.</p> <p>During lockdown, we know that a large number of children have not read to the extent that we would have ensured whilst at school and if they have been reading, the texts have been of the type which are high engagement and low challenge or from authors which are not sufficiently complex to match the curriculum requirements in KS2.</p>			progress.
<p>To upload content to DfE Chromebooks.</p> <p>Chrome Edu Upgrade Licenses to be purchased.</p>	<p>17 Chromebooks have been secured through the DfE device initiative.</p> <p>These Chromebooks have no apps / software and are not able to be used unless they have Chrome Edu Upgrade Licenses.</p> <p>Success Criteria: All children whom require access to a device have it.</p>	<p>EEF Covid-19 Support Guide for Schools</p> <p>'Wider Strategies – Access to Technology'</p> <p>'Pupil's access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school'</p>	<p>IT support company to ensure hardware is all working and ready to use.</p> <p>Staff to monitor pupil use of Technology through Class Dojo engagement, uploading work to portfolios and attendance at zooms.</p>	<p>VM / KH</p> <p>All staff</p>	<p>Weekly review alongside monitoring of Home Learning engagement.</p>
Total budgeted cost:					£8595
Targeted support					
Action	Intended outcome and	What's the evidence and rationale	How will you make sure it's	Staff lead	When will you

	success criteria	for this choice?	implemented well?		review this?
<p>To support children in the EYFS / Year 1 to develop their skills within Communication and Language.</p> <p>A mixture of whole group and small group strategies to be used to support this.</p> <p>1:1 / 1:2 Support to be used through 'Lift off to Language' interventions</p>	<p>Continuous Provision in YR and Y1 to ensure that CLL has a high profile and that conversation and dialogue is always a focus.</p> <p>Children gain confidence with Speaking and Listening and progress rapidly.</p>	<p>Rationale is linked to our YR and Y1 children missing a huge chunk of the Spring / Summer Term in 2020. This is a key time of the year for development of CLL and conversation, which a large proportion of the children have missed out on or have had very little enrichment with.</p> <p>Our intake has traditionally had a low baseline, especially linked to CLL and Phonics, and the Lockdown has made this even more evident.</p>	<p>AHT is the lead for R and Y1, leading the provision and reviewing the interventions in pace.</p> <p>Weekly review is undertaken and provision is altered accordingly.</p> <p>Lift off to Language provision is in place.</p>	HL / VM / KH	<p>Weekly as part of the provision review.</p> <p>Interventions, weekly ad hoc review and then every 6 weeks to determine impact.</p>
<p>To purchase online resources to mirror the curriculum in school and support home learning.</p>	<p>Purchase: Third Space Learning for Maths. This follows White Rose Hub and the mastery approach and allows for a greater range of lessons to be provided through recorded lessons and live teaching.</p> <p>Jane Considine 'The Write Stuff' Training. To target English across the school, including Speaking and Listening, GPS and Writing.</p>	<p>EEF, Covid-19 Support Guide for schools.</p> <p>Targeted Support: One to One and Small group tuition and Intervention Programmes.</p> <p>'There is extensive evidence supporting the impact of high-quality one-to-one and small group tuition as a catch up strategy. To be most effective tuition should be guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers is likely to have the highest impact. Teaching delivered by tutors, teaching assistants or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers,</p>	<p>Intervention groups, face to face and online are delivered by UT staff, either Teachers whom are released from face to face teaching by experienced cover supervisors or by our Teaching Assistants.</p> <p>Third Space Learning complements our White Rose Hub Maths and allows for the more able / less able to have some specific targeted teaching.</p> <p>Jane Considine can be used to support learning and staff professional development linked to our School Development Plan.</p>	<p>VM / KH</p> <p>KS1 / Ks2 English leads.</p>	<p>Regular review of provision offer across the school.</p> <p>Review of interventions and impact upon standards and engagement.</p>

		proving training linked to specific contact and approaches is beneficial.'			
				Total budgeted cost:	£6930
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>To support staff CPD requirements to allow for high quality face to face and Home learning delivery by Teachers and TAs.</p> <p>Year 2 – 6 children who require catch up sessions to be included in 1:1 or small group support or receive additional support in the classroom.</p> <ul style="list-style-type: none"> ○ Phonics ○ Speaking and Listening ○ Handwriting / Letter / Number formation ○ Reading / spelling ○ Maths Fluency ○ Arithmetic ○ Reasoning and 	<p>Purchase of Third Space learning including Staff CPF library of videos.</p> <p>Purchase of Jane Considine 'The Write Stuff' for staff CPD to increase Quality of Teaching and Learning.</p> <p>Children in class receive extra support where needed, linking to gap analysis and identification</p>	<p>EEF. Covid -19 Support guide for schools.</p> <p>Targeted Support: Intervention programs.</p> <p>'A particular focus is likely to be on Literacy and Numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning Secondary School without secure Literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, or focus ion particular groups of pupil's with identified special educational needs or disabilities. Effective interventions follows assessment, which can be used to ensure that support is well targeted and to monitor</p>	<p>Teachers will review and evidence progress within interventions, discussing successes and impact and making alterations where necessary to ensure the session are well matched to the children's needs.</p> <p>Regular assessments will determine progress made and the success of interventions. Assessments will also be used diagnostically to determine next steps teaching and areas for focus.</p> <p>CPD sessions for staff will be built into the staff meeting timetable for the term – linking to the School Development Plan Priorities.</p> <p>£12,000 to be used for: Release cover for Teachers, Additional Teaching Assistant time, resource purchasing, device updates, Intervention resources.</p>	KH and Teachers	<p>Weekly review re: CPD / Staff Meetings</p> <p>Adhoc weekly review of intervention with a more thorough review every 6 weekly to determine impact and progress. (In conjunction with assessment weeks)</p>

<p>Problem Solving (Y5/6)</p> <ul style="list-style-type: none"> ○ EAL / SEN additional support ○ Pastoral / Social and Emotional Needs. 		<p>pupil progress.'</p> <p>Each Year group will manage and organise their interventions, using Teachers and TAs to run sessions. Additional time for interventions to be allocated where required.</p>			
Total budgeted cost:					£12,000 approximately.

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