

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	682	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£29,170	£43	

STRATEGY STATEMENT

Priority Area	Impact of lockdowns and COVID related disruptions 20-21 (Apr 2020 – Apr 2021)	Catch Up Strategies
Wellbeing	<p>Pupils have had a significant amount of time out of school which has impacted on their self-confidence in learning. Some pupils, especially in the EYFS have not developed their social skills in the way we would expect, the majority of playing has been on their own or with an adult. They need support to share, work together and problem solve challenges with more confidence. Pupils have had a range of negative experiences, including loss of financial stability in the family and some loss which will have impacted on their ability to access school and their learning – specific/ specialist help may be needed for some pupils. Some pupils have been temporarily relocated abroad to be with extended families.-</p>	<p>Catch Up Strategies</p> <ul style="list-style-type: none"> Whole school staff training on recovery curriculum Establishing immediate online platform (Purple Mash) for pupil access – within 3 days of lockdown starting Production of online guidance videos for parents Establishing Teams / 365 access for all staff (this was enabled overnight) Purchase of laptops for teaching staff where devices needed upgrade to handle new platform Immediate purchase of devices for families where none were available Additional hours for support staff to contact vulnerable pupils outside school time on a regular basis Social and emotional well being groups were established to support pupils that were displaying signs of anxiety (particularly Y5) Pupils who were deemed to be ‘vulnerable’ after attempts to support families with remote learning were invited into school to access on site learning Attendance of online sessions were monitored twice a day so that staff could contact parents of pupils that were either not attending or were not adhering to the online protocols. This allowed staff to support parents with technical difficulties and address these and alert parents to the small number of pupils that were not engaging fully in online learning. Celebratory emails were sent to parents to inform them and demonstrate recognition of hard work by pupils.

		Transition sessions were held in July 2020 to allow all pupils to meet their new teachers and reduce anxiety over the summer holidays in preparation for school re-opening in September.
Maths	Specific content has been challenging to teach due to the requirement for mathematical concrete resources to secure pupils' understanding, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for maths and lockdown has not affected their attitudes. Percentages, decimals and fractions were taught remotely as a unit during the summer term. Teachers will revisit key concepts during the following year.	Purchasing of White Rose to allow access to White Rose videos and work sheets to support pupils working remotely. Maths resource packs sent/delivered to SEND pupils Times Tables Rock Stars purchased to support KS2 pupils learn their times tables. Class teachers supported pupils at the end of live sessions in small groups or 1:1 depending on need and confidence.
Writing	Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write as much as they would have done in school have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. There are some issues related to fine motor skills amongst the youngest children.	Whole staff audit of pupils' writing attainment to identify any gaps in attainment Class teachers supported pupils at the end of live sessions in small groups or 1:1 depending on need and confidence.
Phonics / GPS	Pupils have maintained phonics learning during lockdown but pupils have returned with a good focus, albeit stamina levels will require improvement.	Staff training in use of video to teach live and create recorded lessons for pupils and parents to re-visit phonics sessions Purchase of online eBooks that match pupils' phonics stage Staff training to support the use of ebooks in school for pupils learning onsite and to support parents to use this resource at home

Reading	Reading was challenging to teach in terms of instructional level text – whole class appreciation of text and the generation of questions was limited.	Purchased Get Epic to allow access to a broad range of texts all day so that pupils could be assigned texts that were appropriate for reading stage and interest. RWI eBooks – as above were purchased to support early readers to apply new and existing phonics knowledge Class teachers supported pupils at the end of live sessions in small groups or 1:1 depending on need and confidence.
Wider Curriculum	The curriculum required adaptation to enable maximum participation through remote learning. Eg. In design and technology, a wider range of resources was used so that readily available materials at home could be used. PE was sometimes limited due to space restrictions. The curriculum experience was limited due to restrictions on curriculum trips, workshops and events. For scientific enquiry, some learning required greater levels of observation rather than hands on experience. The school's Building Learning Power approach to develop learning habits was limited in some ways – for example developing collaboration skills through peer/group learning being more challenging online.	Year group leaders completed curriculum unit audit to identify difficulties in relation to pupils accessing learning and resources at home. Units were adapted to maximise participation and notice was given to families in terms of resources required and alternative resources were suggested. PE videos were filmed by PE specialists at school and lack of space was considered. Specialists encouraged pupils to complete activities outside to support well-being. Teachers investigated alternative provision for class trips and made use of online museum tours and resources to enhance the curriculum offer. Teachers engaged pupils in small group challenges and tasks to foster pupil relationships and enable collaborative skills to be used and celebrated.

Core approach to help pupils catch up on missed learning

Senior and middle leaders emphasised the importance of educational continuity and the need to target emerging gaps
Curriculum access was a non-negotiable and varied strategies were pursued, including absence follow up and non-completion of tasks
Identification of gaps was ongoing during both lockdowns so that curriculum planning anticipated challenges once the school re-opened

STRATEGY STATEMENT

Reading, phonics, writing and mathematics were a central focus for all year groups, with additional resources deployed in Year 6 to support positive transition to Year 7

Pupils with SEND and those who are disadvantaged or vulnerable were proactively encouraged to attend school, in addition to children of key workers

Overall Aims

To reduce the attainment gap between your disadvantaged pupils and their peers

To ensure all pupils with SEND make expected progress as a minimum

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	EAL – limited understanding of English which meant communication with parents was challenging. Pupils with early stages of English acquisition
B	Low levels of attainment in reading, writing and mathematics
C	Emotional well-being, family circumstances

ADDITIONAL BARRIERS

External barriers:

D	Lack of technology at home and the home learning environment
E	Low attendance and engagement with remote learning
F	Emotional well-being, family circumstances

Planned expenditure for 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?
All staff are able to deliver high quality and engaging lessons on line	Staff are fully confident in using Teams and Purple Mash to deliver live and recorded lessons. All pupils are engaged in online learning and receive high quality lessons across the curriculum	Staff confidence and ability to deliver high quality lessons needs to be strong so the pupil engagement and progress remains high.	Staff supplied with laptops to support teaching effectively remotely Focused staff CPD on teaching remotely. Mentoring by computing lead of colleagues to role out teaching on line and use of Purple Mash and Teams consistently across all year groups. Peer observations of teachers to ensure outstanding practice. SLT monitoring of online lessons	GP DHT	Sept 2020

Staff isolating had technology required to deliver lessons to pupils in school from home	Consistency of staff and high quality delivery of lessons maintained	Track and trace app led to members of staff being asked to isolate multiple times	Training for all staff in terms of delivering high quality lessons from home. Computing lead and year group leaders act as a point of contact to respond to difficulties. Support staff allocated to support pupils in school and adjust the pace/communicate to the online teacher the need to adjust the pace of learning accordingly.	DHTs GP AHTs YGLs	May 2020
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?
Small targeted online groups for pupils with the class teacher or support member of staff	Pupils with SEND and EAL make expected progress in line with other pupils	Pupils with SEND or early stages of EAL need focused support to help them access the curriculum	Monitoring of support by SENCO and SLT	CL, CG and SB	Jan 2021
All pupils without a device at home to be supplied with a laptop of chrome book	All pupils are able to access remote learning and continue to make expected progress.	No pupil is left behind and unable to access online remote learning. Pupil engagement is maintained	Parents to be surveyed to check all children have a device at home	BP	May 2020

Additional reading support in Y2 for pupils with limited access to reading materials, online access and EAL	Accelerate progress in reading attainment for these pupils	Attainment levels on return to school indicated some pupils had made good progress during lockdown, however a minority had made no progress and a few had declined	Additional support sessions have been timetabled and communicated to parents. Weekly updates and additional support sent home to allow pupils to apply and re-read texts. HFW were set as targets and CT targeted pupils several times per day to accelerate learning of these key words.	SB KF	April 2021 then ongoing
Additional fine and gross motor skill interventions in EYFS	Pupils development of fine and gross motor skills is accelerated due to frequency of opportunities given	A larger proportion of pupils in this cohort, compared to previous years demonstrated weaker fine and gross motor skills	EYFS lead trains relevant support staff in key interventions to support development of fine and gross motor skills Weekly evaluation of pupils's improvement in fine and gross motor skills – activities and groups amended as required.	RN	April 2021 then ongoing
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?
Pupils with low attendance are closely monitored so that their attendance online remains high.	All pupil's attendance remains high and pupils progress and attainment is not impacted by learning online.	Low pupil attendance is a key factor in underachievement so high attendance of all pupils is a key priority during lockdown.	Class teachers to take attendance registers for all live sessions and flag if any pupils are not attending so that the school attendance officer can contact parents	SLT, LE	Ongoing

Targeted support for pupils in y5 and y6 who are working below expectations in English and mathematics	Currently low attaining pupils make accelerated progress in English and maths	Pupils in Y6 need focused support to ensure they met national expectations before transitioning to secondary school.	AH to oversee delivery and evaluation of provision 6 weekly cycle to evaluate and amend groups accordingly GAPS identified in assessments to be used as main learning objectives for sessions – ensuring the basics of writing (SPAG) and maths are addressed in the first instance Regular communication with parents to notify them of attendance concerns, progress, success etc	AH HLTA	May half term 2021
				Total budgeted cost:	£39,009

Planned expenditure for academic year 2021 – 2022

SUMMARY INFORMATION			
Total number of pupils:	682	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£20,830	£31	

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?
Improve access to structured sport and activities during lunchtimes	All pupils have an active playtime and are encouraged to participate in wider range of activities at lunchtime.	Due to limited access to physical and interactive during previous restrictions, opportunities for structured sports / play will support behaviour for learning and improve curriculum breadth	Clear overview of different zones in the playground and timings for different year groups to ensure all pupils have equal access to different activities organised at lunchtimes	CG/SB	Sept 2021 and then ongoing
Amended lunchtime rota	Reduced number of accidents and behaviour slips during break and lunch times Pupils focused on learning straight after breaks.	Active lunch times reduce the number of difficulties felt by pupils. Pupils playing with own year groups promoted a greater sense of safety	Thorough planning linked to intensive initial monitoring with adjustments being made as required	CG / SB	Sept 2021 and then ongoing
Pupil Progress Reviews and handover mtgs in the final week of summer term, revisited in September Inset and staff given planning time	Staff and class teachers new to year groups and target pupils from day 1 of autumn term Targeted pupils to make accelerated progress in autumn term	Slow progress of small number of pupils in each year group.	Clear timetables with named pupils so that key staff members can evaluate provision and amend accordingly	DHTs AHTs YGLs	Sept 2021
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?

Additional support given to Y1 pupils for the teaching of phonics	Pupils who made slow progress last term make good progress and accelerate toward expected attainment levels	Pupils have access to appropriately differentiated learning with highly skilled teachers.	Time is ringfenced with back up support if required due to illness of staff etc SLT will monitor provision and outcomes with phonics lead on a fortnightly basis.	CL	Sept 2021 Oct 2021 then half termly
Additional social skill groups for boys in Y3	Develop ability to turn take, share, communicate feelings to peers and adults	Pupils identified as unable to behave appropriately in group situations, leading to upset and reducing access to learning	AHT will train support staff in the use of social skills AHT will observe, model and amend provision as required to ensure high quality provision Pupil view will be taken in to account when evaluating this provision, which will be fully reviewed after half a term.	CL	Oct 2021
Additional emotional well-being groups to support Y5/6 pupils to communicate concerns and manage feelings	Develop EQ in pupils and strategies to manage emotions or seek support to do this.	Pupils identified as unable to manage negative emotions appropriately in group situations, leading to upset and reducing access to learning	Staff delivering groups have necessary training and pupil information is shared. Staff delivering have point of contact in AHTs and DHTs to discuss any concerns Use of edukey to report concerns so that relevant staff share knowledge and can act as appropriate.	CL	Oct 2021
1:1 mentoring for pupils struggling with return to school	Ensure pupils feel emotionally safe and open up a channel of communication between staff and pupils and sometimes parents and pupils to ensure pupils are able to access learning and achieve	Pupils identified as unable to manage negative emotions appropriately in group situations, leading to upset and reducing access to learning	Staff delivering groups have necessary training and pupil information is shared. Staff delivering have point of contact in AHTs and DHTs to discuss any concerns Use of edukey to report concerns so that relevant staff share knowledge and can act as appropriate.	SB CG CL AH	Nov 2021

Targeted support for pupils in y5 and y6 who are working below expectations in English and mathematics	Currently low attaining pupils make accelerated progress in English and mathematics	Pupils in Y5 and Y6 need focused support to ensure they met national expectations before transitioning to secondary school.	AH to oversee delivery and evaluation of provision 6 weekly cycle to evaluate and amend groups accordingly GAPS identified in assessments to be used as main learning objectives for sessions – ensuring the basics of writing (SPAG) and maths are addressed in the first instance Regular communication with parents to notify them of attendance concerns, progress, success etc Recruitment of additional HLTA to support in Year 5 and Year 6.	AH, HLTA	Oct 2021 then half termly
				Total budgeted cost:	£35,129

ADDITIONAL INFORMATION

The school has continued to assess progress and attainment and information has been reported to parents. School wide performance, although non-statutory, has been published on the website

Remote Learning Survey of parents and carers – link to document in Parent View section of website

The school attendance policy is being implemented in full