

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	317	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25,360		

STRATEGY STATEMENT

Autumn 1 – Implement a Recovery Curriculum with a focus on daily PSHE lessons/Circle times, to allow children to settle back in to the pace of learning required in lessons and to allow time to re-establish friendships and school relations.

- Aut 1 – benchmark (data not formally recorded) to assess areas of learning and stage of learning (AM) to focus on 'catch up' and revision programmes. 1:1/group work organisation
- Aut 2 – to plan for core subject lessons and the wider curriculum, at stages required, in preparation for formal recorded assessment at end of Aut 2.
- See school plan for detail
- End of year assessments (June 2021) against benchmark in Autumn term

Overall aims of catch-up premium strategy:

- To ensure that the mental health and wellbeing of all our pupils is audited and planned for in terms of support for specific skills in SEL
- To ensure that Quality First teaching and ongoing diagnostic assessment enable progress across the whole curriculum
- To reduce the attainment gap between our disadvantaged pupils and non-disadvantaged pupils
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures, including SEN and vulnerable children
- To work in partnership with parents to ensure that targeted support provided by CT, in school and at home, will contribute to progress academically and socially
- To create a 'growth mindset' ethos in phase Years 5-6 in preparation for KS2 SATs and transition to Secondary school

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Point of entry – low levels of attainment in literacy, speaking and listening, fine motor skills, social skills, (verbal and non-verbal communication etc)
B	EAL – many families at early stages of English speaking and written skills
C	WIRT – low/non-attendance during pandemic

ADDITIONAL BARRIERS	
External barriers:	
D	Overcrowded housing
E	Limited access to remote learning
F	Deprivation (poverty, housing, hunger)

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality First 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	Costing	When will you review this?
Quality First teaching is an embedded priority in all classrooms	<p>All children make progress across the curriculum areas of learning. Children are working towards their expected stage of learning (AM) in English and Maths and progress is evident through weekly diagnostic assessments (AM) Graphic organisers, VARK planning, visual resources all contribute to effective learning in class Metacognitive strategies are taught explicitly by CTs to aid children's catch-up learning</p>	<p>EEF – recommended strategies to raise attainment</p> <p>QFT observations indicate good progress</p> <p>Explicit use of curriculum and SEL vocabulary improves cognition and progress</p> <p>Written and oral vocabulary indicates progress</p>	<ul style="list-style-type: none"> Phase meetings to share successful T&L strategies Consistent discussions re: successful feedback within phases Feedback and shared data from 1:1 and small group teaching (pupil progress meetings) 	Phase Lead SLT	<p>CPD</p> <p>Resources Seesaw Home learning license - £895</p> <p>Books £150</p>	<p>End Aut 2 Phase leaders feedback meetings with DH</p> <p>End of year assessments</p>
Total budgeted cost:					£1,045	
Targeted support – Mental Health and Wellbeing						

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	Costing	When will you review this?
<p>Mental health and wellbeing of whole school community a priority</p> <p>SEN / vulnerable children have access to the curriculum and learning is matched to need</p>	<p>All members of school community know how to access support for their mental health and wellbeing to create a safe working environment for all without judgement. (Solihull approach)</p> <p>All children can make progress from their individual starting points EHCP pupils attend school – appropriate activities provided for need</p>	<p>Staff have previously benefitted from WAMHs and its offer of therapeutic support (Evidence – attendance, relationships)</p> <p>A safe, nurturing work environment evidences a happy school environment and improved social and academic performance</p> <p>Correct diagnosis and subsequent support of mental health and wellbeing of our school community ensures accurate therapeutic intervention and healthy progress in life journey.</p> <p>Quality first differentiated work evidences progress – equity of provision</p> <p>EHCP children benefit from consistency of provision – keep life as normal as possible</p>	<p>Mental health Lead to promote offers of support</p> <p>CWIS to work effectively with staff and children</p> <p>Mental Health Lead to monitor and liaise with SENCO and phase leaders around children of concern</p> <p>EMHCP to support Year 6 children in transition to Secondary School CPD/resources</p> <p>SENDco phoning weekly to ascertain provision and offer support (Lockdown) SENDco parents and CT liaising on progress</p> <p>CT's phone parents weekly to ensure families are managing work well (Lockdown) SENDco parents and CT liaising on progress</p>	<p>MH and Wellbeing lead</p> <p>CTs SENDco</p>	<p>Resources</p> <p>Time out activities £ 93</p> <p>Class environment resources £400</p> <p>Safeguarding training - £150</p> <p>Sensory den resources - £400</p>	<p>Audit end of academic year</p>

Year 6 support and supplementary learning						
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	Costing £1,043	When will you review this?

<p>Additional Year 6 teacher and intervention teacher to deliver targeted small group additional teaching sessions</p> <p>Academic year 2020-2021</p>	<p>Attainment gap between our disadvantaged pupils and non-disadvantaged pupils is reduced</p> <p>To raise the attainment of all pupils - to close the gap created by COVID-19 school closures</p>	<p>Data and evidence indicates pupils who will benefit from focused teaching opportunities to improve individual attainment</p> <p>Data and discussions on children with SEN, disadvantaged children and children who are receiving therapeutic support.</p>	<p>Regular feedback from additional teacher to class teachers and phase leaders re: progress and attainment of targeted children</p> <p>Feedback shows that progress is improving and attainment is in line with individual child's data</p> <p>No evidence of unconscious bias</p>	<p>Phase leads</p> <p>SLT</p>	<p>Resources</p> <p>Staffing – 1 teacher £11,733</p> <p>1 teacher - £11,773</p> <p>Intervention room - £70</p>	<p>Evaluation of end of year assessments</p>
<p>Home/school links</p>	<p>Partnership learning with parents is improved by regular shared discussions/phone calls</p>	<p>Parental confidence supports and boosts children's learning and progress</p>	<p>Evaluation forms</p>	<p>SENDco</p> <p>Phase Leads</p> <p>SLT</p>	<p>End of year</p>	
<p>Year 6 transition work aids the next move in children's life journey</p>	<p>Increased confidence to transition to 2ndary school</p>	<p>Discussion/advice sessions increase knowledge of the unknown and decreases the fear</p>	<p>EMHCP – specifically trained Urswick LGBT+ workshop to increase knowledge and confidence</p> <p>Resources for end of year transition activities (on-line and in class activities)</p> <p>CPD</p>	<p>SENDco</p> <p>Phase Leads</p> <p>SLT</p>	<p>End of year</p>	
<p>Additional teacher to deliver targeted 1:1 and small group additional teaching sessions in Literacy and Numeracy across school Connect Maths Project Reader</p>	<p>Improved oral language and communication skills</p> <p>Improved breadth of vocabulary and it's use in context (Above applicable in Literacy and Numeracy)</p>	<p>Discussions indicate that limited life experiences and limited use of vocabulary slows the academic progress and learning experience of some of our disadvantaged and EAL children</p> <p>The formal (curriculum) vocabulary will be a focus for children and parents to improve the children's academic attainment across the more specialized curriculum areas:</p>	<p>Regular feedback from additional teacher to class teachers and phase leaders re: progress and attainment of targeted children</p> <p>Feedback shows that progress is improving and attainment is in line with individual child's data</p> <p>No evidence of unconscious bias</p>	<p>CTs and Phase Leaders</p>	<p>Resources £250</p>	<p>Evaluation of end of year assessments</p>

Total budgeted cost:					£ 23,826	
Other approaches	Oracy/language development					
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?
SALT programme Launchpad for language	Receptive and expressive language development Attention focus	On-entry low levels of performance in speaking and listening Limited social skills on entry related to low levels of speech and focus	Reporting to SENCO by SALT team on successes of programme and areas of development needed Feedback from class teachers Outreach work to families shared with SENCO	SENCO Headteacher	£10,000	Review meeting end of year
					£10,000	
Total budgeted cost:					£ 35,914	

ADDITIONAL INFORMATION

Additional information to support the sections above:

Analysis of attendance records

Results of staff and pupil consultations discussed during pupil progress meetings/phase leader meetings

Internal assessments (informal Aut / benchmarking and end of year assessments)

Wellbeing discussions with children and staff raised in pupil progress meetings/class discussions

Recommended actions from SALT