COVID-19 catch-up premium report

SUMMARY INFORMATION			
Total number of pupils:	206	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,480		

STRATEGY STATEMENT
Our Vision is 'Acorns to Mighty Oaks'. We aim to provide our children with all they need to grow strong in moral character and concern for others and become life-long learners, in order to lead fruitful, fulfilling lives and make a positive difference in the world. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life. We work hard to develop positive caring relationships with our children and their families. We are determined that every child will overcome any barriers created due to the Coronavirus pandemic, emotionally, physically and academically. We have a culture embedded in the school where we are determined that every child will achieve well.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics and to identify gaps in pupils learning. To be repeated in March 2021.
B	We will increase consistency in home learning/schooling engagement during this academic year using google classroom to improve access to learning at home for all pupils during lockdown or when children are self-isolating
C	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.

ADDITIONAL BARRIERS	
External barriers:	
D	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.
E	To focus upon strategies and support which develop greater resilience and self confidence in our children.
F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020 and from Jan 2021 – March 2021.

Our priorities and Aims 2020/2021

- For all pupils to be taught an ambitious and broad curriculum in all subjects.

- Staff to prioritise teaching to address significant gaps in pupils' knowledge with the aim of returning to each year groups' normal curriculum content so that so that no further gaps are created for the following term or year.

- All planning to be based on the educational needs of pupil based on highly effective assessment.

- To provide high quality remote learning so that it is integrated into the school curriculum planning during lockdown or children self-isolating using the platform google classroom.

- To address any mental health or wellbeing concerns for pupils, families and staff.

- To employ release class teachers (half termly) to allow teachers to work with selected pupils individually on the Academic Mentoring Program.

- To run targeted group sessions to help to close any gaps in learning due to Covid 19.

Planned expenditure for current academic year

1) Quality of teaching for all			
Intended outcome and success criteria	Action/Approach	How will you make sure it's implemented well?	Monitoring
A) Recovery Curriculum is taught effectively for all pupils ensuring that they close gaps and catch up. Success criteria: Gaps in children's learning will be effectively filled Children will succeed with their learning and make accelerated progress	• All teachers to identify content of curriculum and skills that their classes missed during lockdown and ensure that these are handed up to the next class teacher to inform planning. • Teachers to complete baseline assessment for start of year, based on informal observations and class-based learning and identify those pupils who have regressed since lockdown. • New whole school curriculum overview for maths put in place to focus on key content and enable teachers to use a mastery approach. • Ensuring teachers have training and support to adjust to changes that are likely to improve the quality of teaching as all pupils return to school. • Teachers to use assessment questions from government maths guidance to identify current learning and inform future teaching. • HIAS English catch up curriculum shared. Staff to use principles of this to adapt own planning: tracking back to previous year's objectives and progressively including more objectives from current year; planning shorter learning journeys for autumn term; using some suggested texts. • Phonics Tracker programme being trialed to ensure that phonics teaching closely matches children's needs • Ensuring that staff continue to have access to high quality CPD via online webinars and virtual training for all subjects where applicable	• Robust CPD for all staff on effective Teaching and Learning and keeping up to date with latest research. • Courses selected using evidence of effectiveness.	Planning and work scrutiny. Lesson observations and learning walks Pupil Conferencing Data Analysis

B)Pupil assessment and feedback Success Criteria: Teacher and children clear on gaps in pupils learning and next steps	• Effective and timely ongoing assessment to determine how to most effectively support every child. • Subject-specific assessments will be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. • Carry out reading benchmark assessments to identify current reading levels and inform future teaching. • Standardised assessments in literacy and numeracy will be used to identify pupils who would benefit from additional catch-up support. • Phonics screening carried out in Y2 in order to target support most effectively. • Providing pupils with high-quality feedback, building on accurate assessment, at the point of learning within class will provide pupils with the best way to make progress. Feedback used to make next steps explicit to children.	• Staff to receive appropriate CPD to further develop assessment strategies • Staff to continue to provide feedback in the moment/in class to effectively and rapidly address gaps. • HIAS catch up curriculums used as start point for catch up planning	Planning and work scrutiny. Lesson observations and learning walks Feedback and assessment records scrutiny Data trackers Pupil Progress meetings
C)Transition Support Success Criteria: Pupils settle well back into school. High levels of attendance (96% or above)	• Provide Social Stories to all children to support the transition to their new year group, classroom/areas of school they will use and teaching staff. • Additional parent consultation organised (via phone call) to keep parents updated on their child's progress and improve communication. • Work with individual families as necessary to ensure that children return to school – additional visits/calls. • Work with parents and outside agencies to support individual children with higher level of need.	• Monitoring of attendance • Parent questionnaire • Monitoring of behaviour in school	Monitoring of attendance Behaviour record monitoring Learning walks and observations Pupil conferencing – attitudes to learning

D) High quality remote learning is provided for pupils and pupils know how to access it to prevent further lost learning time.
 	
Success criteria: Evidence of remote / blended learning plans maintaining high quality provision and outcomes
 	
Evidence of pupils accessing remote learning.
 	
Evidence of pupils continuing to close gaps in learning and making progress when working remotely
	• Set up Google Classroom (Tapestry for Year R) and train all staff on how to use platforms effectively.
	• Children Y1-6 introduced to Google Classroom in school. Passwords and info sent home to parents.
	• Provide teachers and teaching assistants with training and time to learn to use google classroom both as vehicle for submitting and receiving completed work but also as a virtual staff room where teaching assistants and teachers can discuss children's progress and parent contact
	• Staff to use Google classroom as part of home learning provision.
	• Staff training on use of video functionality on google classroom to enhance ability to explain/scaffold learning remotely.
	• Review EEF research and feedback to teachers and governors tips for improving quality of remote learning .
		All staff and pupils confident in using google classroom
		Pupils using google classroom weekly to access and submit homework
		    • Tracking on pupil engagement on google classroom during any lockdowns.
		    • Parent survey on home schooling provision
			Monitoring of remote / blended learning planning
			
			Monitoring of remote learning provision
			
			Monitoring of remote learning uptake and work completed.
			
			Monitoring of outcomes in remote learning

		Total budgeted cost:	£750

2) Targeted Support			
Intended outcome and success criteria	Action/Approach	How will you make sure it's implemented well?	Monitoring
A) Intervention programmes Success Criteria: Children's attainment boosted through 1:1 and small group interventions Gaps identified in children's learning are addressed.	• In order to support pupils who have fallen behind furthest, structured interventions, will be delivered –one to one and in small groups. This will be delivered by LSAs within year groups and details of the sessions to be shared with individual class teachers. A particular focus for interventions will be on literacy and numeracy. There will be a focus on oral language skills, aspects of reading, phonics, spelling, and maths and will be regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. These will be followed up back in class to have the most effective impact. • We will use a variety of strategies including the Wave English Intervention to improve KS1 basic reading, writing and phonetical knowledge, First class@number to boast number skills, Project Code X for KS2 reading, phonics and comprehension and Precision teaching. • Increased ELSA intervention will focus on behaviour or pupils' social and emotional needs.	• Year group specific priorities identified and support approaches planned • Impact of support approaches monitored 6- weekly through pupil progress meetings and work sampling	Intervention planning Work scrutiny Observations and learning walks Pupil Conferencing Data trackers Data analysis

| **B)Academic Mentoring Programme**

Success criteria: Mentoring meetings for targeted children Y1-6 take place half termly

Children demonstrate a positive attitude towards their learning and achievement of targets

Teachers are able to demonstrate in-depth knowledge of children's learning and current attainment in order to set SMART targets | • Academic Mentoring is a focused, child centered, collaborative approach based on a dialogue between the teacher, senior leader and child about the child's present and future learning needs. It follows a cycle of target setting, tracking, Intervention, Mentoring/Motivating and Checking

• Meetings take place every half term. Meetings last 15-20 minutes, and take place in a professional space outside of the classroom. The meetings involve the child and the teacher. The class LSA may join as well if necessary

• Academic Mentoring rigorously integrates target setting, tracking, mentoring and checking systems in order to accelerate children's progress and improve attainment. It is used in many schools around the country, and has proven success at significantly raising attainment and improving children's attitudes to learning.

• Academic Mentoring provides the vehicle for ensuring that target setting, pupil tracking, intervention support systems and monitoring are brought together and wrapped around the child. The child remains central to the whole process throughout. | • Year group specific priorities identified and support approaches planned

• Impact of support approaches monitored 6- weekly through pupil progress meetings and work sampling | Pupil Conferencing

Data trackers

Data analysis |

C) Bespoke remote learning is provided for children who require additional support Success criteria: Evidence of remote / blended learning plans being adapted to high quality provision and outcomes Evidence of identified pupils accessing remote learning. Evidence of identified pupils continuing to close gaps in learning and making progress	• Remote learning provision is adapted according to need, based on accurate assessment. This will be achieved through: differentiated learning, 1:1 or small group zoom sessions, packs of support materials and tailored learning provided for children. • Regular contact with children and parents/careers. • Tracking of pupil engagement with home learning.	• Tracking on pupil engagement on google classroom during any lockdowns. • Parent survey on home schooling provision feedback	Monitoring of remote / blended learning planning Monitoring of remote learning provision Monitoring of remote learning uptake and work completed. Monitoring of outcomes in remote learning
		Total budgeted cost:	15,230

3) Wider Strategies			
Intended outcome and success criteria	Action/Approach	How will you make sure it's implemented well?	Monitoring
A)Ensure that mental health and wellbeing is supported following lockdown Success criteria: Staff understanding of SEMH is increased Behaviour good or outstanding for vast majority of children, resulting in minimal disruption to learning. Support in place for individuals where this is a concern	• Work with individual families as necessary to ensure that children return to school – additional visits/calls • Work with parents and outside agencies to support individual children with higher level of need • Increased ELSA Support • Training to promote teacher's awareness of activities that promote good SEMH - being outside/exercise/ creativity. Incorporation of this into each class's curriculum. • HT to attend Welfare Return to Education workshops and disseminate key messages to staff. • Embedding of Trick Box Programme throughout school. Training of all new staff in using Trick Box. Twice weekly Trick Box in class sessions each week. All staff use trick cards to support children with daily problems.	• Monitoring of behaviour in school • Speaking and listening to pupils and parents • Adapting planning to ensure an increase of activities that promote good SEMH • Use of outside agencies for support when necessary	Monitoring of attendance Behaviour record monitoring Learning walks and observations Pupil conferencing

B) Parental support for learning at home results in effective remote learning. Success criteria: Evidence of pupils accessing remote learning. Evidence of pupils continuing to close gaps in learning and making progress when working remotely.	- Send out parent letter to identify families without internet access. - SENCO/remote learning lead to contact families not engaging in remote learning to identify barriers and offer support. - Survey parents of any classes that have to self-isolate to review provision. - Survey parents during this lockdown (Jan 2021) to review provision. - Devices supplied to support learning from home. - Investigate ways to expand number of devices that can be provided to families that do have not have access to technology at home. - Google classroom as part of home learning provision to allow parents to become familiar with google classroom and to contact staff for support if needed.	- Tracking on pupil engagement on google classroom during any lockdowns. - Parent survey on home schooling provision feedback - Progress seen in the work pupils submit during home schooling	Monitoring of offer to support parents Parent survey results and feedback Monitoring of uptake of remote learning
		Total budgeted cost:	£500