

# COViD-19: catch-up premium report

Our strategy for delivering on the 'catch-up' funding strategy.



## COViD-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of children:	88	Amount of catch-up premium received per child:	£80
Total catch-up premium budget:			£7,040

## STRATEGY STATEMENT

Our overall catch-up strategy has been split in to four sections. These include: Well-being, Reading, Writing and Maths. We have decided as a school that whilst foundation subjects are essential for a broad and balanced learning experience, allowances will be made and areas missed will be factored in to units of work after gaps in basic skills have been addressed.

### Teaching and Learning

At the heart of the school's catch-up program, **quality-first teaching for all children**, which is key to engaging children and giving them the incentive to want to learn and **catch up on missed objectives and skills. Time will be spent on the assessment of skills to identify major gaps and areas for concern.** As a school we are very good at agreeing with pedagogical approaches that work well throughout the whole school. In this way, children experience consistency throughout their primary school life and they are used to similar patterns of working. For example, all classes use the Talk for Writing approach for Literacy and have been extensively trained on how to get the very best writing from our children, we all teach **CLIC sessions for 20 minutes a day to keep mathematical fluency at a high standard.** All classes are on the journey of 'Teaching for Mastery' in maths and while we still which could be improved, maths is generally taught well and is getting better. We have recently been trained on delivering 'Whole Class Reading Skills' session which are working well so far. The aim of these sessions is to **expose children to in-depth analysis of a text and to model: fluency, pace, expression, inference and prediction which some readers may find challenging to do independently.**

### Interventions

We have organised interventions in all classes as follows:

Reading- For KS1 this has been implemented via extra phonics sessions in small groups and a real focus on reading and developing vocabulary.

In KS2 this has taken the form of comprehension groups.

Writing- Following Education Endowment Fund (EEF) research, we have used 1 hour per week HLTA cover to deliver one-to-one writing feedback to every child in our class. Along with this, children have had individual writing targets which are detailed in their literacy books. Children are aware of what their targets are and are incentivized to meet their target before their next one-to-one session with their teacher.

Maths- We have **analysed gaps in learning** from PIRA papers for all the children in the school and three extra sessions of CLIC (arithmetic) have been delivered per week, in addition to the normal maths teaching that takes place.

Well-being Children whose well-being has been adversely affected by the current situation are participating in ELSA sessions as well as friendship/ talking groups. All teachers have made it clear to pupils that well-being is very important and that they can talk to teaching staff if needed. Time for discussion is built in to every day activities.

## STRATEGY STATEMENT

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	<p>Lost learning – many children have ‘lost’ their prior knowledge in basic skills (phonic, number, handwriting). Children have picked up habits in a home learning environment which can’t be replicated in school (attitude to learning, over supportive, work too scaffolded). We have a particular concern with the phonics and reading skills. In EYFS/KS1, we want to ensure that children have the basics to allow them to successfully read.</p>
B	<p>Forgotten learning – Many children have spent up to 6 months out of the classroom. During this time, many aspects of schools and the expectations we have will have been ‘forgotten’. These include basic classroom rules and behaviours having to be regularly reinforced as expectations were forgotten. These need to be in place to allow learning to be embedded.</p>
C	<p>Missed learning – foundation subjects suffered the most in missed learning as home learning wasn’t able to cover whole topics therefore, a number of objectives have been completely missed and may not be taught again for a number of terms. Teachers are aware of these and where possible will build them into future topics and learning. Although some objectives were taught to children, these were perhaps taught in a different ways to school and so need to be assessed and re-taught.</p>
D	<p>Cohorts who were already not reaching the expected standard in certain areas. Some cohorts in school were already below expected in certain subjects prior to the school lockdown in March 2020.</p>

## ADDITIONAL BARRIERS

### External barriers:

E	<p>Lack of parental engagement with home learning in the first lockdown and also with catch up initiatives (particularly in KS2)</p>
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F	Parents needing guidance to enable them to support their children – many of our parents are very supportive and want to help however, they may need direction in the support they give and time needs to be given to enable this.
G	ICT in the home environment – ensuring that children and parents are able to access ICT to support their learning

## Planned expenditure for current academic year

Targets (linked to above)		Success criteria/Impact	Strategies for achieving objectives	Timescales	RAG	Person Responsible	Resource/Budget
A	To develop reading skills throughout the school	<p>Children are more engaged in texts</p> <p>Children show a greater understanding of texts and their meanings</p> <p>Children are able to answer a variety of questions linked to the domains</p> <p>Reading results for children reaching expected are higher than baseline assessment</p>	<p>a) External Literacy Lead to support in school with developing reading strategies</p> <p>b) Training with all staff (staff training day) on how we will all deliver reading skills in school</p> <p>c) Staff continue to review reading skills and assess it's effectiveness</p> <p>d) Purchase new books as needed</p> <p>e) Reading skills sessions weekly in school (these vary from one to three depending on the age group)</p> <p>f) Additional children given a Lexia license</p>	<p>September 2020</p> <p>October 2020</p>		<p>EB</p> <p>EB/all teachers</p>	<p>£500</p> <p>Staff training day – October</p> <p>Cost of any new books which are required</p>

Targets (linked to above)		Success criteria/Impact	Strategies for achieving objectives	Timescales	RAG	Person Responsible	Resource/Budget
B	To allow children to develop through the reading scheme	<p>There will be sufficient books for all children in KS1 so that they can follow the phonics scheme and move through the reading books with plenty of practice from different texts</p> <p>Children will be supported to move through books at the correct speed which will ensure their reading remains on track</p>	<ul style="list-style-type: none"> <li>a) Purchase additional new books for KS1</li> <li>b) Books received and put straight to use in the classroom</li> <li>c) Free trial of the online service of bug Club to support those self-isolating</li> </ul>	October 2020		CB/AO	£278 for the books required
C	To allow phonics to be delivered through fun activities and games – both in the classroom and at home- which in turn will improve the rate of children reaching the expected standard at KS1 phonics	<p>Teachers and parents (at home) are able to access fun games and activities linked to the sounds being taught at that time</p> <p>Children will engage more with the phonics scheme (at home and in school)</p>	<ul style="list-style-type: none"> <li>a) Purchase phonics play</li> <li>b) Share details with KS1 parents</li> <li>c) Share ideas and suggestions with parents on how to use Phonics Play to its full potential</li> <li>d) Lexia licenses provided to some children</li> </ul>	October 2020		CB/AO	£60 for one year's subscription
D	To provide children with a weekly session to give	Children will be provided with personalised feedback and targets for	<ul style="list-style-type: none"> <li>a) Up level TAs to HLTA for one extra hour per week to allow the teacher time to be</li> </ul>	Ongoing throughout		All HLTAs and Teachers in each class	£321.30 (October 20– July 21)

Targets (linked to above)	Success criteria/Impact	Strategies for achieving objectives	Timescales	RAG	Person Responsible	Resource/Budget
targeted feedback and support on writing	<p>their writing which will support them in knowing areas they need to improve</p> <p>Writing standards across the school will rise back to where they are expected</p>	<p>out of the classroom to provide feedback</p> <p>b) Children work either one to one or in a small group to look at their writing and receive feedback from the teacher</p> <p>c) Children have time over the week to put their targets into their work before their next session.</p>	the school year		AO	
E To provide additional TA time to all classes to release the class TA for interventions	<p>Class TAs will be released for class for one hour per week to provide children with interventions</p> <p>The class will still be supported with the additional member of staff</p> <p>Children will receive their interventions (for various objectives) and the children in class will still receive the support needed.</p>	<p>a) Additional TA to be employed for two afternoons per week (one hour in each class)</p> <p>b) Support provided to each class so that the TA can be released to undertake interventions</p>	Ongoing throughout the school year to July 2021		<p>All TAs in each class and teachers</p> <p>AO</p>	£3161.70 (October 20–July 21)

Targets (linked to above)		Success criteria/Impact	Strategies for achieving objectives	Timescales	RAG	Person Responsible	Resource/Budget
F	Children will meet their predicted standards	The majority of children will meet their expected standard by continuing to develop their learning and close the gap where needed	<ul style="list-style-type: none"> <li>a) Quality first teaching in every class</li> <li>b) Small group support with intervention where needed</li> <li>c) TA to cover to allow class TA to deliver interventions</li> <li>d) Additional CLIC sessions to cover any missed objectives</li> <li>e) Purchase Times Table Rock Star to support children in their times tables</li> </ul>	Ongoing throughout the school year (and further where necessary)		All staff in each classroom	<p>Most support is within class</p> <p>Additional TA cost as above</p>
G	To ensure the mental health and wellbeing needs of all children are met and supported	<p>Children will have opportunities on a group or one to one basis to discuss their feelings and emotions</p> <p>Children will settle back into school well and be happy in both their home and school environment</p>	<ul style="list-style-type: none"> <li>a) Discussion between staff ongoing and concerns discussed with parents and staff</li> <li>b) Additional ELSA time provided for one-to-one needs</li> <li>c) Morning circle everyday to allow children time to discuss emotions</li> <li>d) Class teacher to timetable opportunities for discussion and emotional support in class</li> </ul>	Ongoing throughout the school year		All teachers AO/DB	No direct cost to school

Targets (linked to above)		Success criteria/Impact	Strategies for achieving objectives	Timescales	RAG	Person Responsible	Resource/Budget
H	To ensure that foundation subject objectives which were missed are covered (where possible) in future topics	Children will be exposed to as many missed objectives in the curriculum as possible	<ul style="list-style-type: none"> <li>a) Teachers use progressive curriculum documents to highlight objectives which were taught during lockdown or missed</li> <li>b) Documents shared with future teacher to cover these objectives where possible</li> <li>c) Documents to continue to follow classes through the school so that where relevant objectives can be covered in future topics</li> </ul>	To continue for the next two years		All teaching staff	No direct cost to school

Due to the current lockdown, a lot of the Catch up has been placed on hold. We have kept the remaining money to be used once children are back in the classroom and we have reassessed to see the impact of remote learning.