



Covid 19 Catch-Up Premium Strategy Statement

Spending Summary

| Total number of pupils | Amount of Catch-up Premium received per pupil | Total Catch-Up Premium budget |
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| 316 | £80 | £25, 280 |

Intent

A substantial amount of school learning time was lost due to COVID-19. All pupils now need to be monitored carefully to ensure that they make accelerated progress and are working at or above age-related expectations and are prepared for the next stage in their education.

The overall aims of the catch-up strategy:

- To accelerate the progress of all pupils in reading, writing and maths;
- To raise the attainment of all pupils in reading, writing and maths;
- To ensure a positive sense of wellbeing for all pupils.

The school is using the funding for targeted support to enable pupils to catch-up with:

- lost learning;
- filling gaps;
- regression in learning;
- deepening understanding;
- overcoming barriers.

The catch-up funding will be used to support all year groups, including the cost of any additional teaching staff to support learning in school. The governing body has agreed the planned programme for expenditure.

Implementation

Core approaches are tailored to meet the needs of all pupils. This includes:

All pupils:

- Quality first teaching for all;
- Regular and robust formative and summative assessment systems;
- Pupil Progress meetings;
- Clear and consistent expectations for behaviour;
- A comprehensive curriculum that meets the needs of all children;
- Increased opportunities for developing reading (including phonics), writing and maths skills across the curriculum;
- Online homework provision;
- A comprehensive remote learning strategy in place if required;
- A focus on personal development and mental wealth to promote a good level of wellbeing.

Identified pupils:

- Timely intervention in class to support next steps of learning;
- Class teachers to lead and deliver focused interventions specific to the needs of pupils in their class;
- Specifically planned, formative and summative teacher assessment will measure the impact on pupil progress. This will also be used to inform next steps of learning;

- Continue with personalised provision for pupils with EHCPs;
- Deputy Headteacher to monitor and review the impact of all interventions and share this information with staff and governors.

Documents referred to support planning and implementing the Catch-Up funding strategy:

- The Education Endowment Fund (EEF) COVID-19 Support Guide for Schools;
- The EEF – toolkits to support learning;
- The Department for Education (DfE) guidance COVID-19 Catch-Up Premium.

Impact

Measuring the impact of interventions and pupil progress:

- Specifically planned, formative and summative teacher assessment will measure the impact on pupil progress. This will also be used to inform next steps of learning;
- The impact on educational progress and attainment from expenditure of the catch-up funding will be reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable. These strategies are already embedded in our whole-school ethos;
- All assessment and performance information will be shared with staff and governors.

Accountability and Monitoring

- Governors will regularly review pupil progress and that the school is providing good value for money.

Barriers to Learning

- Development of basic skills in reading, writing and maths (including fluency and understanding of language);
- Enhancing 'mental wealth' to improve concentration, motivation, resilience and access to learning opportunities.

Planned Expenditure for 2020-21

| 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? |
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| Phonics intervention – years 1 and 2 plus any other identified pupils across the school | <ul style="list-style-type: none">• Accelerated pupil progress;• Percentage of pupils working at the expected standard in phonics is maintained. | <ul style="list-style-type: none">• Experience has shown us that effective phonics programme previously implemented demonstrate that pupils have made significant gains to ensure that they are working at the expected standard. | <ul style="list-style-type: none">• Planned intervention programmes for identified pupils are monitored and reviewed regularly; | Key Stage 1 Leader | Weekly |

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| <p>Targeted intervention based on the needs of identified pupils in each class (all year groups).</p> | <ul style="list-style-type: none"> • Accelerated pupil progress; • Percentage of pupils working at age related expectations or above is maintained in each year group. | <ul style="list-style-type: none"> • Experience has shown us that effective intervention groups across the school means that pupils will start to make significant gains in their self-confidence and approaches to learning and this will have a positive impact on end of year attainment and pupil progress; • Pupils have made significant gains when compared to other pupils nationally. Continue this effective programme for the current Year 6 pupils, especially in the current climate (COVID 19). | <ul style="list-style-type: none"> • Planned programme of intervention for each class that is monitored and reviewed regularly; • Robust formative assessment-accurate baseline assessments identify gaps which inform next steps of learning and 'assess, plan, do, review' cycle. | <p>Deputy Headteacher</p> | <p>Half termly</p> |
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| <ul style="list-style-type: none"> • Enhancing 'mental wealth' to improve concentration, motivation, resilience and access to learning opportunities. | <ul style="list-style-type: none"> • Pupils are motivated to learn and demonstrate increasing independence in their approach to all tasks; • Accelerated pupil progress; | <ul style="list-style-type: none"> • Although this is embedded in all provision throughout the school, this needs to continue to be a focus, especially in the current climate (COVID 19); • Staff have strong social and emotional support strategies which means that staff are deployed effectively and well trained in supporting individual needs. This invaluable provision needs to continue as individual needs arise in the future; • New skills or coping strategies learnt can be further developed and supported in a timely manner. | <p>Monitor and review all provision regularly including:</p> <ul style="list-style-type: none"> • Learning Mentor support; • Family Liaison Support Worker; • Counselling. | <p>Deputy Headteacher</p> | <p>Review on a regular basis and as new needs arise.</p> |
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