

## Darwen St James' CEP Academy

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

SUMMARY INFORMATION			
Total number of pupils:	175 (inc Nur)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£13,760		

#### STRATEGY STATEMENT

We have been open throughout the Covid-19 pandemic, for our vulnerable children and key workers.

We opened to more children in June and welcomed back over 70 children during this time.

We opened fully in September, we have as yet not closed a bubble however our attendance remains low at around 85% overall.

We had remote learning fully operational during lockdown through the use of Google Classroom, Classdojo and Purple Mash. There were many children who did not engage even with help and support due to lack of devices and internet connection. Devices were provided where possible.

FSM vouchers were provided throughout lockdown and through the holidays from September.

Once reopened and baseline had been completed we have focused on the following priorities -

SEMH and Wellbeing (pupils, families and staff)

Reading including Phonics

Writing

Maths

Speech and Language

Gross Motor skills and PD

Core Strength

Alongside providing a wide and varied curriculum offer.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Reading ARE- 20.3%/ Writing ARE- 24.3%
B	Maths ARE- 21%
C	Pupil Wellbeing

ADDITIONAL BARRIERS	
External barriers:	
D	Attendance and Punctuality
E	Staff training
F	Devices and internet connection for home learning, as well as online safety

## Planned expenditure for current academic year

Teaching and Learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
English and Maths resources to bridge the gap between previous and current year group.	To enable children to start in the year group below but work their way up to current year group standards in a non-stressful way.	Through book scrutinies, Pupil Progress meetings and also through subject leader monitoring.	LP/CG/JH	Through PP meetings termly and through subject leader monitoring half termly.
Maths Mastery Resources and LBQ	To engage all learners in maths by promoting the mastery approach. Having the same expectations for all. This includes staff training as well as pupil resources.	Through training for staff. Through book scrutinies. Through Subject Leader monitoring, including pupil voice.	JH/EG	Through termly PP meetings and through half termly subject leader monitoring.
Big Cat ebooks	To engage all learners at home and in school. Provide targeted books to all levels including phonics specific phases. To reduce the items going in and out of school.	Reading records monitoring Staff feedback	CG	Reviewed half termly
Nurture Time/SEMH groups/Pupil Wellbeing	To provide weekly nurture time with	Through staff feedback. MyConcern information. Feedback from Pupil Wellbeing team.	LP/staff/KE	Reviewed at Pupil Progress meetings termly. Reviewed at Pupil Wellbeing Meetings.

	<p>resources for wellbeing.</p> <p>To timetable groups of children and staff for SEMH in the Nurture room.</p> <p>Pupil Wellbeing and Assistant to keep in touch with families, do 1-1 work with identified children</p>			
Total budgeted cost:				£4,036
Targeted support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reading interventions Phonics	<p>Using baseline data to identify children that need targeted intervention.</p> <p>To identify gaps in learning and focus on back filling those.</p> <p>To enable children to be successful in completing the Phonics Screening Test.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	CG	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>
SPAG/Writing interventions	<p>Using baseline data to identify children that need targeted intervention</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	CG	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>

	To identify gaps in learning and focus on back filling those.			
Maths Interventions	Using baseline data to identify children that need targeted intervention  To identify gaps in learning and focus on back filling those.	Monitoring through Pupil Progress meetings. Analysing data Formative assessment by Class Teacher to monitor progress.	JH	Termly at PP meetings Ongoing formative assessment by Class teachers
NELI/Wellcomm	Speech and Language intervention for identified children in Reception. Using Reception Baseline and formative assessment.  Researching Wellcomm with a view to buying the KS1 resource.	Monitoring through Pupil Progress meetings. Analysing data Formative assessment by Class Teacher to monitor progress.	AS/TL	Termly at PP meetings Ongoing formative assessment by Class teachers
Timetabled slots using dough disco, write dance etc intervention programmes.	Targeted intervention programmes to develop Core strength, PD and Gross Motor skills across EYFS/KS1 and SEND.  To develop these skills to improve writing.		TL	Termly at PP meetings and SEND meetings Ongoing formative assessment by Class teachers

Total budgeted cost:				£4,900
Other approaches				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
To analyse and track attendance data. Track attendance data using Cloud school data. Pull out children whose attendance is concerning or could be a concern and contact parents, liaise with Pupil wellbeing and outside agencies where necessary.	To increase attendance by a variety of means - PR flyers Attendance newsletters Attendance rewards and prizes Raise attendance and punctuality profile even further within the community.	Staff feedback SLT meetings Regular monitoring - through cloud school and MyConcern.	CG/LP	Weekly attendance meetings SLT meetings
Staff training - Google Classroom, Purple Mash, Online Safety etc	To ensure staff confidence. To enable staff to do more things with remote learning to engage more learners.	Staff feedback Evidence on Google Classrooms Learner engagement Pupil voice Feedback from parents	LP	Half termly
Join National Online Safety website	To raise the profile of Online Safety within school and the wider community. Provide information to families, pupils and staff.	Staff feedback Pupil voice Feedback from parents	LP/AS	Termly

	Provide up to date training for staff.			
Have resources available to support online learning at home. By providing some devices and internet access to families in need.	Use the ICT audit to identify families that need support with devices and or connectivity. Provide devices where possible. Provide internet access through Vodafone data package.	Pupil and parent voice Monitoring Online engagement	LP/KE	As the need arises.
Total budgeted cost:				£4,800

#### ADDITIONAL INFORMATION

We have used a number of evidence based pieces of information to inform our decisions on the above including -

Baseline assessments - Rising Stars Optional Tests/Phonics

Reception Baseline

Nursery Baseline

Recovery Planning Documents - whole school and year group specific

ICT audit for parents

Pupil Progress meetings

Subject Leader Monitoring

Attendance data and analysis

Government Guidance

LA guidance

Trust Guidance

Research - e.g. EEF

Sharing good practice through Cidari HT meetings and SIG