

Seabridge Primary COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION		
Total number of pupils:	413	Amount of catch-up premium received per pupil: £80
Total catch-up premium budget:	£33,280	

STRATEGY STATEMENT
<p>It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.</p> <p>Teaching</p> <p>Great teaching is the most important lever schools have to improve outcomes for their pupils and is at the heart of everything we do here at Seabridge Primary. We believe that if the teaching is right, the needs of the children are catered for.</p> <p>Targeted Academic Support</p> <p>There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.</p> <p>Pupil Assessment and Feedback</p> <p>Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support in order to raise the attainment of all pupils to close the gap created by COVID-19 school closures.</p> <p>Wider Support</p> <p>Schools have provided extensive pastoral support to pupils and families during the pandemic.</p> <p>Additional support in school could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning as well as supporting any emotional needs that may have arisen as a result of the pandemic.</p>

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Speech and language: Some children have missed out of valuable language building opportunities and children with speech and language needs are at high risk of difficulties with reading, writing and spelling.
B	Although children have been accessing maths learning, the baseline data shows that there are gaps in learning as units of work were missed, leading to gaps in learning and stalled sequencing of units. Basic maths facts have not been retained and further work needs to be done to target these once taught strategies.
C	Within English, children have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however, for some children their writing stamina has hugely dipped with the need to improve their motivation due to the lack of fluency in their ability to write. Some aspects of SPAG have been forgotten and will have to be re-taught/revisited to support application within writing.
D	Reception, Year 1 and Year 2 are missing key phonics teaching with a highly trained professional. This has had an impact for those children in the early stages of reading acquisition. Year 3 also have gaps in phonic knowledge.
E	Within the foundation subjects, there are gaps in knowledge as whole units of work have not been taught, meaning that the children are less able to recall previous learning and make connections between experiences and concepts. Children have also missed out on the curriculum experiences e.g. trips, visitors and inspiring curriculum opportunities.
F	Although we don't want to assume that every child's mental health and well-being will have been affected as a result of COVID-19, it would be naive to think that all children will return to school exactly as they had left socially, emotionally as well as academically.

ADDITIONAL BARRIERS	
External barriers	
D	Although engagement of online learning was carefully monitored, there were still a small number of children who didn't engage with their learning or those

	who engaged but very sporadically. This meant that there were further lost learning opportunities.
E	Access to electronic devices was an issue for some families. The school supported many families with laptops that were provided by the Government scheme for disadvantaged families but for other larger families, there were a number of children sharing one device.

Planned expenditure for current academic year

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?
Teaching					
Staff are increasingly well supported to improve outcomes for all children	Staff receive relevant CPD to ensure that they are confident in supporting the needs of all children. NQT staff receive extra mentoring and support with a designated person to support with this. Staff to receive initial training on attachment and well being as well as a focus on The Recovery Curriculum and the 5 Levers of Loss. Subscriptions to	EEF evidence suggests that ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.	A clear CPD programme outlined to support the changing needs of our staff.	Leadership Team	December April July

	Grammarsurus and The White Rose Hub will support staff in providing high quality resources and teaching ideas to closing identified gaps in learning.				
Teachers are confident to assess pupils' wellbeing and learning needs in order to provide effective support for children transitioning back to school.	<p>Additional transition sessions put in place to support certain children from a mental health and well-being perspective.</p> <p>Subject-specific baseline 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.</p> <p>Completion of a data analysis to look at whole class/school foci moving forward. Question level analysis</p>	<p>Research from the EEF suggests that a successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.</p> <p>What makes great assessment?</p> <ol style="list-style-type: none"> 1.Purpose 2.Validity 3.Reliability 4. Value <p>Assessment <i>before</i> learning can be used as a prompt <i>for</i> learning and as a way to identify current knowledge or skill, as well</p>	Clear and purposeful data analysis.	Data and Assessment lead Inclusion Leader Class Teachers Teaching Assistants.	December

	<p>to identify trends across the school.</p> <p>Opportunities for assessment before learning will allow class teachers to respond to the needs of the children within their wider planning.</p> <p>All staff to access Place 2 Be mental health foundation course</p> <p>The class teacher and TA will intervention mark at the point of learning to ensure that gaps within learning are identified swiftly.</p> <p>Pupils will be provided with high-quality feedback, building on accurate assessment.</p> <p>Class teachers use classroom dialogue and questioning as an additional way to provide in class assessment of the</p>	<p>as gaps in learning</p> <p>Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments.</p>			
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	children.				
Pupils feel confident in expressing their emotions and feelings in an open and honest forum.	<p>To implement a clear Recovery Curriculum with a pastoral focus to re-establish and maintain attitudes to learning supporting mental health, well-being, attendance and punctuality</p> <p>Staff will confidently be able to implement P4C strategies within the classroom to encourage talk and the ability to see things from different perspectives.</p> <p>Staff to support pupils to understand their emotions and feelings and begin to process the experiences they have had using a range of strategies.</p> <p>Regular monitoring of attendance and punctuality with the support of Attend.</p>	<p>Research from Barry Carpenter suggests that it would be naive of schools to believe that children are going to pick up where they left things back in March and some form of Recovery Curriculum is going to need to be implemented to support children at different levels.</p>	<p>CPD focusing on P4C</p> <p>Staff inset focusing on The Recovery Curriculum and attachment</p> <p>Analysis of uptake of sessions such as Talk Time</p> <p>Monitoring of attendance and punctuality.</p>	<p>Teaching Assistants Class Teachers Leadership Team</p>	<p>September as children return to school</p> <p>March-Following the third national lock down</p>

	<p>Staff to receive relevant CPD around mental health strategies and all staff to access The Place2Be mental health foundation course.</p> <p>Children to access Nurture group and Talk Time</p>				
Expenditure: £6413					
Targeted Academic Support					
<p>Children are well supported through 1-1 and small group Interventions to support catch up in relevant areas.</p>	<p>Each year group will receive additional intervention from T/TA to provide additional targeted support</p> <p>Gap analysis will allow staff to be fully aware of where children are working and those children who require more in-depth intervention in order to 'catch up'</p> <p>Interventions can be undertaken within class as well as during additional time to</p>	<p>The EEF suggests that there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>Baseline assessments for gap analysis</p> <p>On-going in class assessment</p> <p>Targeted 1-1 and small group intervention that is carefully planned to meet the differing needs of the children.</p>	<p>Teaching assistants</p> <p>Class Teacher</p> <p>Leadership Team</p>	<p>December</p> <p>February</p> <p>April</p> <p>July</p>

	<p>provide the targeted support needed. Targeted interventions such as Shine reading and maths intervention will identify children's gaps in understanding and will provide structured support in order to close the gaps.</p> <p>-Learning by questions intervention purchased for Year 5 and 6 to provide evidence based interventions to target gaps in learning.</p> <p>-Numicon resources purchased to enable children to fully grasp practical maths before moving on to the pictorially and abstract methods.</p> <p>-Learning by questions targeted intervention for both Year 5 and 6.</p> <p>-Third Space Learning to provide 1-1 support</p>	<p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches.</p>			
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	<p>to a range of children in order to close the gap in maths.</p> <p>-**Targeted intervention led by a qualified teacher delivered to both the children working from home as well as the children in school.</p>				
Speech, Language and communication	<p>Talk Time sessions</p> <p>Speech and language sessions with external agency continued with a focus on N, R and Year 1 to support children in developing their speech and language skills.</p> <p>NPQSL project focusing on speech, language and communication used to support disadvantaged pupils.</p>	<p>Research suggests that Children with speech and language needs are at high risk of difficulties with reading, writing and spelling.</p> <p>If children can't say words, they will be more likely to have difficulties in 'sounding out' words for reading and spelling, or writing them down. If children can't understand the words they hear, they will struggle to understand what they have read.</p>	<p>Children to be baselined and regularly accessed from their starting points.</p>	<p>Debbie Wilshaw leading external intervention.</p> <p>Speech and language skills embedded by all staff within school</p>	<p>December</p> <p>March</p> <p>July</p>
Total expenditure; £13,305					
Wider Support					
Parents feel well supported and	During Lockdown, secure and supportive	Parents have played a key role in supporting children	Communication logs	All staff	September

<p>confident in returning their children to school as well as being able to support their academic and pastoral needs.</p>	<p>relationships with many of our families were established through regular communication with a member of the Leadership Team. These relationships will continue to be built on so families feel secure in coming forward to speak to school.</p> <p>School will support families and target those whose situations may have changed and those who are entitled to PP.</p> <p>Parents will be supported pastorally and put at ease with regular communication as to the safety of their children following their return during the Covid Pandemic.</p> <p>Families will be supported to maintain high levels of attendance.</p>	<p>to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p> <p>Research from the NFER stated that Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement.</p> <p>Don't underestimate how important personal contact is - talk to parents one to one and show them that</p>	<p>Attendance monitoring</p>		<p>March-following the third national lockdown</p>
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	<p>Regular contact with disadvantaged families who are working online. Support with laptops for disadvantaged families who need them. Printed resources etc.</p>	<p>you value their input.</p> <p>Working with parents to form positive ways of managing children's behaviour can in itself be important for improving children's achievement. For example, one of our key sources (Beckett et al. 2012) discovered robust evidence of the impact of the Incredible Years (IY) behaviour and relationships intervention on improved child literacy. IY aims to help parents build better relationships with their children and develop skills to manage difficult child behaviour effectively, using social learning and cognitive and behavioural principles.</p>			
<p>Attendance for children who are isolating and working from home.</p>	<p>Regular attendance monitoring as children return to school.</p> <p>Parents/carers of children whose attendance dips are made aware via a</p>	<p>Attendance of certain groups of children have been affected and it is important to work in conjunction with parents to support their anxieties as well as their child's in helping them return to full</p>	<p>Attendance monitoring</p> <p>Liaison with parents</p>	<p>All staff</p>	<p>Reviewed weekly</p>

	<p>letter before further escalation. Phone calls home to establish reasons for poor attendance and to look for ways moving forward.</p> <p>Positive reinforcement for children who have consistently or improved attendance.</p>	<p>time education.</p>			
<p>Total expenditure:£11,846</p>					
<p>Remaining balance carried forward: £1476</p>					