



# COVID-19 catch-up premium report



## COVID-19 catch-up premium spending: summary for Shelley First School

SUMMARY INFORMATION			
Total number of pupils:	198	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,320		

## STRATEGY STATEMENT

The school has worked closely with colleagues from across The Mast Academy Trust to develop a systematic approach to reconnecting pupils to school taking close account of their mental health and emotional well-being; their experiences during school' closures and any gaps they may have in key skills and knowledge. Consequently, the school has developed a plan which focuses on the 3 Rs: Reset; Recover; Rebuild. The following assessment of need has taken place:

- Well-being survey sent to families
- Baseline assessment specifically around reading, writing and mathematics.
- Baseline assessment across the broader curriculum
- GL assessment in English and Maths for all Key Stage 2 pupils.
- Phonics screening checks for all pupils In years R,1 and 2

### **The Catch up Priorities are to:**

- Establish a culture of safety and trust which ensures high attendance for all groups
- Ensure pupils develop strategies for managing anxiety or mental health concerns
- Expect the highest standards of behaviour and provide support for those who need it.
- Create debate and discuss opportunities for pupils to explore topical issues in the news such as BLM and Covid 19
- Create opportunities to strengthen writing including stamina for writing.
- Ensure a strong culture of reading is embedded – that ALL children read regularly.
- Prove robust 'catch up' to those who have fallen behind in early reading and/or inference and comprehension skills
- Ensure pupils regain any lost fluency in Maths
- Ensure pupils have opportunities to recap mathematical problem solving and reasoning skills.

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## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of phonics, reading, writing/maths. In addition, behaviour for learning & concentration)

A	Stamina for writing, spelling and grammatical control
B	Fluency in reading for early readers and inference and critical analysis skills for fluent readers
C	Fluency in Mathematics and confidence in reasoning and problem solving

### ADDITIONAL BARRIERS

- Stability in staffing due to absence related to Covid 19
- Appropriate and safe 'space' for additional sessions
- A lack of structure has led to lower concentration levels for some pupils
- Physical layout of classroom
- Resources for learning
- Marking – assessment for learning
- Anxiety

External barriers: (issues which require action outside school such as home learning environment and low attendance)

- Anxiety around the pandemic and safety in school could lead to low attendance.
- Time spent on core areas and specialist support for phonics and calculation.

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## Planned expenditure for current academic year:

Quality of teaching for all					
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?
Ensure all teachers are trained to teach remotely in the case of absence	Stability in teaching increases continuity and supports strong progress	Combine professional knowledge with robust evidence about approaches that are known to be effective. <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> </ul>	Training Trust wide 4 <sup>th</sup> September – accessible video for staff to recap	Trust leaders.  SLT and specialists.	October 20

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<p>Ensure supportive transition arrangements for pupils new to school</p>	<p>All pupils will feel positive about returning to school and school is informed of potential barriers</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective.  <a href="#">EEF's COVID-19 support guide for schools (Pg 4)</a></p>	<ul style="list-style-type: none"> <li>- Create on line videos/resources to introduce the school to new pupils</li> <li>- Contact with transitioning families prior to Summer</li> <li>- Invite 'vulnerable children' for face to face transition</li> <li>- Set up Parent's Evenings in Oct</li> <li>- Transition information shared with all relevant staff so children are known well.</li> </ul>	<p>SLT</p>	<p>October half term 2020</p>
<p>Ensure training and induction for all staff on 'new ways of working' including around curriculum and assessment</p>	<p>Staff are more likely to perform well when they feel well-informed. This also leads to greater consistency and preparedness.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective.  <a href="#">EEF's COVID-19 support guide for schools (Pg 4)</a></p>	<ul style="list-style-type: none"> <li>- Additional training day on 7<sup>th</sup> September: curriculum coverage, recap of metacognition and Reconnect Curriculum</li> <li>- CPD training from trust on reconnect.</li> </ul>	<p>SLT Trust Leaders</p>	<p>October half term 2020</p>

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Put in place support plans/RA for staff who require additional support			<ul style="list-style-type: none"> <li>- Self-assessment of Risk sent out to all staff prior to Summer</li> <li>- RA in place for all staff prior to 7<sup>th</sup> Sept.</li> <li>- Early career staff and those who may require additional support identified and plans put in place</li> </ul>		Sept 31 <sup>st</sup> 2020
Use school diagnostic assessment is used to identify 'gaps' and adjust the curriculum.	Teachers have an accurate understanding of pupil needs and are able to ensure wave 1 teaching meets need.	Combine professional knowledge with robust evidence about approaches that are known to be effective. <a href="#">EEF's COVID-19 support guide for schools (Pg 4)</a>	<ul style="list-style-type: none"> <li>- Provide training for staff on 'safe assessment' and AFL in the current climate.</li> <li>- GL/NTS assessments are used for KS1 &amp; KS2 pupils.</li> <li>- Phonics/early reading assessments</li> <li>- Soft assessments (AFL) against ARE in core areas are conducted</li> <li>- Staff adjust curriculum plans to provide 'catch up' and recap opportunities for all pupils</li> </ul>	SLT	Termly
Resources to support Phonic learning	All pupils can access quality resources (including at home)	A consistent approach is supported effectively by quality resources. Parents can support pupils more effectively via on-line resource.	<ul style="list-style-type: none"> <li>- Resources researched and implemented across classes</li> <li>- Parental information/log-ins shared</li> </ul>	CS	Feb 21

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Total budgeted cost: £600

Targeted support					
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?
<p>Create targeted support for early readers to 'catch them up' to ARE for reading.</p> <p>This includes 1:1 reading as well as small group work.</p>	<p>Pupils reach ARE in phonics (NB: SEND pupils may not reach ARE but are expected to show strong progress)</p> <p>Identified gaps are planned for and diminished</p>	<p>Pupils need to be able to read with fluency to access the wider curriculum and therefore it must be a priority.</p> <p>Small group intervention is proven to have an impact.</p> <p><a href="#">EEF's COVID-19 support guide for schools (Pg 5)</a></p>	<p>In-school training and support for teachers and Support Staff (Phonics, reading strategies, use of resources)</p> <p>Monitoring by SLT including feedback from staff/pupils, NTS assessment outcomes and Pupil Progress Reviews</p>	<p>SLT</p> <p>SLT</p>	<p>Dec 20</p>
<p>Create targeted support/small group interventions for writing including handwriting and maths</p> <p>NB: Following Pupil Progress Reviews targeted support will be aligned with pupil needs</p>	<p>Pupils requiring additional support are given regular opportunities to practice writing skills</p> <p>Pupils build stamina in writing</p> <p>Pupils 'retrain' in pencil control and handwriting.</p>	<p>Pupils will have engaged in remote learning since March and many will not have written regularly particularly at length. ICT equipment provides grammatical automatic correcting which may have led to a regression in writing skills both mechanically; grammatically and stylistically.</p>	<p>Implement Y1-Y5 Early reading, phonics, basic maths</p> <p>Daily reading linked to personal needs and GL</p>	<p>Intervention teachers</p>	<p>Dec 20</p>

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Create a school wide systematic approach to reconnecting writing and reading.	All Pupils are given regular opportunities to write All Pupils build stamina in writing All Pupils 'retrain' in pencil control and handwriting.	Daily,reading and handwriting – extra activities for parents to access. e-books	Support for parents via Dojo, Bug-Club, Letterjoin and Remote learning provision	Teachers Intervention teachers	
Continue targeted interventions in Y1, Y4 and Y5 in Reading, writing and Maths	Targeted interventions support pupils in continuing to close gaps in core skills and knowledge Pupil Progress Reviews indicate strong progress	Pupil Progress Reviews and outcome shave highlighted specific needs of pupils in core skills and knowledge.	Collaborative working between Senor Leaders and teachers to align plans with identified gaps	SLT	March 2020
				Total budgeted cost:	£16155 (£435 from main budget)
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>

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<p>Ensure pastoral/well-being support to families who are anxious about the return to school</p>	<p>Attendance at school for all pupils is high and in line with NA for 2019</p>	<p>Extensive research indicates that strong attendance is directly correlated to good outcomes.</p>	<ul style="list-style-type: none"> <li>- Vulnerable families are identified early and contact is made prior to the Summer</li> <li>- RA are offered to families who feel vulnerable</li> <li>- Referrals are made to relevant internal/external support which may be appropriate</li> <li>- Reconnect curriculum supports children with well-being and mental health/emotional well-being.</li> </ul>	<p>SLT</p>	<p>October half term</p>
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<p>Reflection using 'Rainbow booklets' built into learning twice weekly</p> <p>PAWS B CPD for staff and taught x6 weekly sessions to Y2-Y5 in Autumn II (in PE funding)</p> <p>Whole school dance film produced to develop a sense of togetherness (in PE Legacy funding)</p> <p>Whole school display linked to 'After the Fall'</p>	<p>Rainbow booklet analysis leads to targeted support for Tier 3 pupils</p> <p>Pupil and staff feedback indicates a growing awareness of how to support personal well-being and how to develop resilience in learning</p> <p>Pupils identify as belonging to the school community</p> <p>Feelings associated with Lockdown/absence from school are acknowledged</p> <p>Pupils understand that they have all suffered loss/disappointments/change</p> <p>All classes can see the whole school display and feel 'togetherness'</p> <p>Pupils will continue to develop a resilient approach</p>	<p>Ensuring that mindfulness supports effective learning</p> <p>Evidence based and NICE</p> <p>Research suggests the benefits of sharing and recognising emotions (See Reconnect Curriculum)</p>	<ul style="list-style-type: none"> <li>- Across all classes and adapted for YR pupils</li> <li>- Consistently completed x2 weekly</li> <li>- Regular analysis and swift response</li> <li>- Built into weekly staff meeting feedback</li> <li>- Joint Practice Development for staff</li> <li>- All pupils participated</li> <li>- Film shared with families</li> <li>- Display in place</li> <li>- Display forms a part of the school film for families</li> </ul>	<p>Devised by SLT Implemented by teachers</p> <p>Specialist teacher across Y2-Y5 Aspects taught by staff in YR and Y1</p> <p>DK</p> <p>DK</p>	<p>October half-term</p> <p>December 20</p> <p>Oct 20</p> <p>Oct 20</p> <p>Nov 20</p>
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<p>Identify gaps in technological access and ensure access should pupils be required to self-isolate.</p>	<p>All pupils can access high quality teaching and learning when not in school</p>	<p>Research indicates that DA pupils are most likely to not be able to access on line learning due to a lack of access to resource thus there is a risk of the gap widening.</p> <p>Remote learning is highly dependent on ICT access</p>	<ul style="list-style-type: none"> <li>- Invest in tablets for remote access</li> <li>- Apply for laptops through the Government scheme</li> <li>- Create a survey to evaluate need and plan resource accordingly</li> <li>- Create an 'activation' system for when pupils are isolating.</li> <li>- Create a 'Continuity' plan in case of staff absence; pupil absence; partial closure; full closure</li> </ul>	<p>SLT</p>	<p>October 22<sup>nd</sup> 2020</p>
<p>Total budgeted cost:</p>					<p>£16755</p>

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