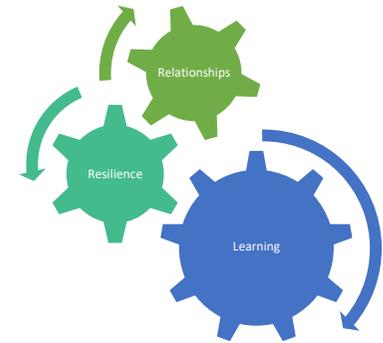


COVID Catch-up Premium Funding Strategy 2020 - 2021



Funding Summary

Total number of pupils on roll	540
Amount received per pupil	£80
Total received	£43,200

Strategy Statement

We know how difficult the past months have been for our school community. There is no doubt that the coronavirus pandemic has presented, and will continue to present, challenges for children, staff, parents and the wider community. Everyone has had their own experience, including illness, loneliness, isolation, financial worries, anxiety and frustration; for some families it has been devastating.

There is a government expectation that all children will catch up with learning lost. It is paramount that this is our focus this year. As part of our transparent curriculum we will help children to understand techniques they can use to acquire the knowledge and skills they need. We will consider how being productive and learning can have a positive impact on children's wellbeing and make sure they understand how beneficial being in school is for learning from our peers.

There have been gaps in learning due to the closure of schools and our main objective is to ensure that children have the opportunity to catch up on this learning and to maintain the levels of attainment that they had pre-COVID-19. Children have missed out on social and emotional learning and we need to help them to feel safe and happy in school so that they can make accelerated progress. We want to promote resilience through:

- a sense of belonging
- strong relationships with peers and staff
- having a say in how things happen and working as part of a team
- adults having high expectations
- the opportunity to participate as valued members of the community and a connection between school and home

Accountability and reporting

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents

Key challenges to achievement we have identified following the full return to school.

1. Identified pupils have not been able to maintain expected levels of progress in maths and have gaps in learning due to school closures.
2. Identified pupils have not been able to maintain expected levels of progress in English and have gaps in learning due to school closures.
3. Key knowledge and skills within science, RE and foundation subjects not able to be taught during lockdown.
4. Increased worries in identified children
5. Identified pupils need support with classroom and school routines and learning behaviours following lack of structured learning experiences since March 2020.

Intended outcomes by the end of the academic year	Success criteria
1. In maths all pupils will be working at Age Related Expectations or higher, in line with their personal assessment pre-lockdown.	Where pupils have fallen behind their expected levels of attainment they make better than expected progress. Disadvantaged and SEND pupils make accelerated progress from their pre-lockdown assessment.
2. In English all pupils will be working at Age Related Expectations or higher, in line with their personal assessment pre-lockdown.	Where pupils have fallen behind their expected levels of attainment they make better than expected progress. Disadvantaged and SEND pupils make accelerated progress from their pre-lockdown assessment.
3. In science, RE and foundation subjects all children are taught the key knowledge and skills they require to access future learning.	Key knowledge and skills that were not able to be taught during lockdown are taught so that children can access future learning.
4. All pupils are fully supported to manage their worries.	Pupils are able to name strategies they can use when they feel worried. Families are able to use strategies with their children.
5. All pupils participate fully in all lessons.	Children feel safe and supported in school. Children achieve expected levels of attainment.

Activity in 2020 - 2021

Teaching	
Activity	Challenge addressed
<ul style="list-style-type: none"> • Quality First teaching • Formal assessments of all pupils on return to school • Identify where children should have been if schools had not had to close • Clear action plans written by class teachers for all pupils • Action plans reviewed every half term • Transparent learning – explaining to children and families where gaps are and the best strategies to address them • Catch up conversation with every family before the end of September to share action plans and to understand any difficulties. • Personalised plans for home learning • Collapsed curriculum, where necessary, for the first term to allow for extra teaching time and repetition of key number facts and skills 	<p>Identified pupils have not been able to maintain expected levels of progress in maths and have gaps in learning due to school closures.</p>

<ul style="list-style-type: none"> Professional development – whole school and whole staff scrutiny of maths books to ensure consistency of approach and standards. 	
<ul style="list-style-type: none"> Quality First teaching Formal assessments of all pupils on return to school Identify where children should have been if schools had not had to close Clear action plans written by class teachers for all pupils Action plans reviewed every half term Transparent learning – explaining to children and families where gaps are and the best strategies to address them Catch up conversation with every family before the end of September to share action plans and to understand any difficulties. Personalised plans for home learning Collapsed curriculum, where necessary, for the first term to allow for extra teaching time and repetition of handwriting, spelling and punctuation skills Professional development – writing moderation within and across year groups to ensure consistency and rigour in assessment. 	<p>Identified pupils have not been able to maintain expected levels of progress in English and have gaps in learning due to school closures.</p>
<ul style="list-style-type: none"> Quality First Teaching Use Leckhampton Curriculum Progression Grids to ascertain what has been missed from previous year Plan lessons to address knowledge and skills that are essential for future learning Develop Knowledge organisers to support children with learning and remembering facts 	<p>Key knowledge and skills within science, RE and foundation subjects not able to be taught during lockdown.</p>
<p>Targeted Academic Support</p>	
<p><i>Activity</i></p>	<p><i>Challenge addressed</i></p>
<ul style="list-style-type: none"> Use well-researched interventions to close gaps in children’s learning. Research and acquire new interventions to support children who have fallen behind ARE. Employ new Learning Mentor Teaching Partner to run interventions throughout the school 	<p>Identified pupils have not been able to maintain expected levels of progress in maths and have gaps in learning due to school closures.</p>
<ul style="list-style-type: none"> Use well-researched interventions to close gaps in children’s learning. Research and acquire new interventions to support children who have fallen behind ARE. Employ new Learning Mentor Teaching Partner to run interventions throughout the school 	<p>Identified pupils have not been able to maintain expected levels of progress in English and have gaps in learning due to school closures.</p>
<ul style="list-style-type: none"> Pre-teaching of key facts for identified children. Employ new Learning Mentor Teaching Partner to support specific children 	<p>Key knowledge and skills within science, RE and foundation subjects not able to be taught during lockdown.</p>
<p>Wider strategies</p>	
<p><i>Activity</i></p>	<p><i>Challenge addressed</i></p>
<ul style="list-style-type: none"> Specific activities to show children that we are ‘holding them in mind’ – postcards from each class teacher before the start of the year Whole class emotion wheels to open up conversations around emotions. Specific teaching of different emotions and how they make us feel. Teach strategies to help when we are feeling worried or upset – weave this teaching into every day. Employ new Well-being Teaching Partner to support children in the classroom and identified children through targeted sessions. 	<p>Increased worries in identified children Identified pupils need support with classroom and school routines and learning behaviours following lack of structured learning experiences since March 2020.</p>

- **Employ new Well-being Teaching Partner to provide support to families, by sharing strategies taught to identified children, or by working with individual families on specific strategies.**
- **Re-teach skills for learning in a classroom**
- **CPD for all school staff on our Behaviour Model. Emphasise the importance of Visible Kindness and Visible Consistency to ensure that children feel certain of how school will be and this makes them feel safe.**
- **Ensure all children have a pebble – introduce a daily routine of holding the pebble in order to come together as a class.**
- **Teach group working skills**
- **Assess children's focus and seek further support from outside agencies as necessary,**