

# COVID catch-up premium Strategy

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	203	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,240		



## STRATEGY STATEMENT

It is worth noting that although a catch-up focus on attainment and progress is a key priority within school, the main focus and priority that surpasses all others is to safely open school to all pupils and staff in light of the coronavirus pandemic. This has been clearly and consistently communicated to all stakeholders.

Stead lane's school's catch-up priorities link to our school vision to provide every child with opportunities to acquire skills that will enable them to learn the things they need for a life time. They are encouraged to be creative, enthusiastic and risk taking in their learning. Although the planned actions outlined in this report focus on reading, writing and maths, this is only part of a wider plan to support our children to achieve our school vision of becoming: Canny Bairns, Healthy, considerate communicators and determined individuals.

We have chosen to take project based learning approach where National Curriculum objectives are structured around challenging 'real world' questions which encourage children to solve problems, make decisions, investigate and document their learning. The approach provides opportunities for children to access a broader range of learning experiences leading to a project outcome. In light of the coronavirus pandemic, in line with our 2<sup>nd</sup> priority on our school development plan, our whole school curriculum is being adapted to meet the needs of the children and support them to catch up. This strategy, however, outlines how the catch up funding (which works alongside our pupil premium strategy) has been spent to support this process.

The overall aims of the catch-up premium strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures



## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Internal baseline data shows that more than 50% (significantly higher in some year groups – up to 86%) are working behind the expected standard in Reading, Writing & Maths – See individual class baseline assessments in Appendix A
B	Coronavirus pandemic restrictions: Staff no longer being able to work across the school due to bubbles (affects ReadWriteInc for example that can no longer be streamed) – support barrier. Time spend on enhanced cleaning – washing hands additionally etc – time barrier
C	Lesson/curriculum flow barriers due to isolation. Eg. As shown in classes that have already had to isolate this year, if 50% of the class complete remote learning and 50% don't how do teachers move the class forward?

### ADDITIONAL BARRIERS

#### External barriers:

D	Low attendance: Autumn 1 2019-20 school attendance <b>95.1%</b> This year Autumn 2020-21 school attendance <b>82.54%</b> (94.9% if covid absences removed) School is working with the EWO and taking all steps to support learning including a well prepared remote learning programme – (see remote learning plan)
E	Indices of deprivation 2019 school catchment is ranked 2921 out of 32844 making it in the lowest 8% of deprived neighbourhoods in the country



## 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?
Invest in White Rose Hub (WRH) premium resources and implement this teaching approach across KS1 / 2	<p>Improved attainment in maths from baseline</p> <p>This curriculum pre-teaches children previous year group objectives</p>	<p>This curriculum pre-teaches children previous year group objectives at a rapid pace that supports catch up. Pre-prepared narrated slides can be easily used for remote learning if the class isolates.</p> <p>School has followed WRH previously, staff are trained and familiar.</p> <p>Consulted NCC maths lead on decision who approved the rationale.</p>	<p>Shared with staff during initial training day and subsequent staff meetings.</p> <p>Maths lead weekly monitoring is evidenced in the maths folder.</p>	Louise Gray	<p>Termly</p> <p>(although weekly individual classes are monitored)</p> <p>£1,496.50</p>
Invest in Jane Considine 'the write stuff' (writing) training for all staff	<p>Improved attainment in reading and writing from baseline assessments.</p> <p>Consistent approach to reading and writing from EYFS – KS2</p>	<p>There have been lots of staff changes since school adopted Talk4writing approach. By staff training on new systems supported by the SLT, children will have a more cohesive approach to the teaching of reading/writing across the whole school.</p>	<p>Clear deadlines + dedicated staff training sessions.</p> <p>Staff meetings and training days dedicated.</p> <p>Some classes adopt earlier and trial.</p> <p>Training during first two terms with a 'launch' after Easter.</p>	Vicky Rowley / Nikki Sleeth	<p>End of summer term + next academic year.</p> <p>Whole School training £1299.99</p> <p>Unit Plans £149.99 resources - 30x8 = £240</p>
Total budgeted cost:					£3186.48



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?
Take on Lewis Spark – apprentice Level 2 to work with Yr1 class	Accelerated progress in identified core group (see intervention sheets)	Year 1 class identified as furthest behind after baselines. This group missed the key summer terms of EYFS and need further support. This releases JY to support core group of children identified as behind in yr1	Apprenticeship is part of PEAK support group who come out to review Lewis progress  Intervention support implemented	Reuben Anderson	Termly reviews  Offset £6526.76 from £10,836
Take on Morgan Charlton apprentice level 2 to work with Rec / Year 3	Accelerated progress in identified core group (see intervention sheets)	Year 3 have children with complex SEN needs – by taking on Morgan it allows her to complete work set by SENDCO and free's up teacher time to support other children in year 3 to support catch up.	Apprenticeship programme part of NCC – independent tutor comes out to review Morgan's progress.  Case studies of progress of children in SENCO folder	Reuben Anderson / Debi Wing	Termly reviews  Offset £6526.76 from £10,836
Total budgeted cost:					
Other approaches					
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?
Total budgeted cost:					13053.52



## Appendix A

