



# Covid-19 Catch Up Strategy

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

### SUMMARY INFORMATION

Total number of pupils (YR – Y6 Oct 2019 census):	350
Total catch-up premium budget:	£27,520

### STRATEGY STATEMENT

The school will use the Catch Up Premium funding to address gaps arising from - or exacerbated by - the Government's respond to COVID 19. The partial closure of schools has affected different children to differing degrees depending upon their personal circumstances. Through our detailed knowledge of our children and ongoing assessment procedures we will identify those in greatest need and provide appropriate support to address any gaps.

We will be organising our support using the Education Endowment Foundation's approach of focusing on three key areas:

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

The effectiveness of any spending will be monitored through the use of our robust assessment systems in a manner which is appropriate to each individual strategy. Where possible, baseline data will be collected in order to accurately assess any impact. Where it is not possible, soft data will be collected to help inform future spending decisions.

Key groups will be at the forefront of our thinking when planning for the use of catch up funding. The knowledge that disadvantaged children have been disproportionately affected by the pandemic will guide, but not limit, our thinking.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
<b>A</b>	Pupils engaged to different degrees with remote learning during lockdown leading to inconsistent gaps in learning.
<b>B</b>	EAL children missed out on important exposure to English by spending lockdown in non-English speaking homes.
<b>C</b>	SEMH needs may increase due to the strains of lockdown and children may take time to reestablish routines and expectations of school.
<b>D</b>	Learning acquired through remote teaching may not be fully embedded due to the limitations of the medium.
<b>E</b>	Reading may not have advanced at the expected speed during lockdown as parents are not able to support and is the area which was hardest for teachers to support during lockdown.

## Planned expenditure for current academic year

Teaching	<p>Assessment – nfer and past SATs papers will be conducted as soon as is reasonable following the children’s return. This will allow for a thorough review of the impact of lockdown and the identification of those with the greatest need. This data will be used to inform the delivery of specific recovery programmes in addition to allowing class teachers to target their delivery where it is needed and in a way which will be most effective.</p> <p>Pupil Progress – meetings will be conducted after Easter to discuss individual children and key groups following their assessments.</p> <p>Cpd – staff will be supported by SLT and via our CPD provider, National College, to identify the different gaps in the children’s learning and to address these gaps in an efficient and effective manner. National College offer CPD based on educational research containing tested methods of how to address such gaps.</p>
Targeted Academic Support	<p>Reading - FFT Lightning Squad Programme – Year 3 has been identified as needing a boost with their reading. FFT provide a 6 week programme through the National Tutoring Programme through which 40</p>

	<p>children will work every day with a tutor in small groups specifically addressing reading. The efficacy of the programme will then be assessed and potentially rolled out to further year groups.</p> <p>Catch Up Literacy® – this is a recognized and effective reading intervention which the school has used previously. We currently only have one remaining staff member who is trained and licensed to deliver it and therefore we will use the catch up premium to train further LSAs across KS1 and KS2. This will enable us to greatly increase the number of children receiving the intervention and will have a lasting impact on the school as it can continue to be used in future years. The scheme has been shown to double the reading progress of the children involved over the duration of the intervention.</p> <p>EAL - Flash Academy – to further support our EAL children, we have subscribed to a program which allows the children to work independently on a digital device for small amounts of time every day in order to boost their English acquisition. This will be in addition to the important work done by the class teacher and is also accessible at home. The children were provided with their login details during lockdown but, despite great efforts, the update was mixed. Once the children are back in school, this programme can be more controlled and have a greater impact in accelerating their learning.</p> <p>Maths – Third Space Learning - following on from our baseline assessments after lockdown, we have identified children who would benefit from the Third Space Learning programme via the National Tutoring Programme. This intervention is run remotely with dedicated 1:1 tutors for each child over the course of a term. The effectiveness of the sessions will be measured against our baseline assessments.</p>
Wider Strategies	<p>Online safety training – the children will have spent an increased amount of time online leading to difficulties regarding social media and online content. The children will need help to process these things and to help put them in context. Training will be provided for pupils, parents and staff to ensure that everyone is aware of the dangers which the internet poses and to deal with troubling content and misinformation which they may have experienced during lockdown and beyond.</p> <p>Mental Health First Aiders – staff will be trained by external providers to identify young people with mental health issues and to develop their ability to confidently help them. They will be able to support the child and, where necessary, direct them to additional support.</p>