

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	417 total 386 R-Y6 31 N	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£32,640		

### STRATEGY STATEMENT

This strategy has the following aims:

- To understand the pastoral needs of our school community and how to support the well-being of all our pupils and any impact from Covid-19 restrictions.
- To use assessment strategies efficiently to identify gaps and plan to accelerate progress in core aspects where needed.
- To ensure that our staff teams receive appropriate and high quality professional development to know how to support our learners effectively.
- To have support staff effectively deployed to support learning in priority groups.
- To identify and provide specific interventions to support and build on learning
- To reduce the attainment gap between our disadvantaged pupils and their peers and link into Pupil Premium strategy.
- To ensure that all pupils have full access to technology to support their learning, both on site and in remote learning.
- To ensure that our vulnerable and SEND learners are supported in transitions, emotional and learning support to access their full provision according to their needs.
- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Use strategies that raise attainment will take individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Stretch and challenge all learners

## Rationale – areas of focus identified

- Well-being screening information is used to identify aspects that need support, either at whole school/group or individual level. - Initial assessments showed that resilience , stamina and having self help strategies to learn independently were key aspects that needed support through the Autumn term.This will be carried out again on full return of all year groups to develop this further as well as focus on any other aspects that this lockdown has had a negative impact on.
- Research based strategies from the EEF, such as developing metacognition,growth mindset will be developed to support positive behaviours for learning.
- Using the EEF tiered approach to school development planning, which will focus on quality first teaching, targeted specific academic support as well as wider strategies.
- Supporting engagement either on site via attendance support or remote learners from the Inclusion team
- Effective use of teacher assessment informed by summative testing assessments to inform planning and provision.

## 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	Approximate cost?	When will you review this?
Specific training for staff from Educational Psychologist for understanding how to support anxiety and stress	Children transition back to school successfully Children and families are supported effectively through COvid-19 restrictions Staff are equipped with effective strategies and understanding to	EEF report "Improving Social and Emotional Learning in Schools" <i>"Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</i> • <i>Improved social and emotional skills;</i> • <i>improved academic performance</i> • <i>improved</i>	Monitoring via pupil responses to well being surveys/pupil voice work. Staff response in appraisal Planning and provision monitoring	AW/ND	Funded centrally by the Trust	July 21 review Evaluation of wellbeing surveys led to increased pastoral interventions/individual support and PSHE planning. All children transitioned back to school except 2 families ( 4 children supported by EH and CSC) Summer wellbeing survey being run July and evaluation will be carried through to Sept 21. Decision made to continue these in Autumn term

	support these aspects.	<p><i>attitudes, behaviour and relationships with peers;</i></p> <ul style="list-style-type: none"> <li>• <i>reduced emotional distress (student depression, anxiety, stress and social withdrawal);</i></li> <li>• <i>reduced levels of bullying;</i></li> <li>• <i>reduced conduct problems; and</i></li> <li>• <i>improved school connection.</i></li> </ul>				<p>Staff training reported effective support/strategies and this developed into supervision from CS- this will continue into Sept 21</p> <p>Incident rates decreased/accidents/and children report feeling supported..</p>
Phonics Bugs on line reading scheme	<p>Children's reading outcomes are improved</p> <p>Phonics tracking shows improved scores and WA screening tracking positively</p> <p>Home support is effective for independent reading and parental engagement and confidence is high</p>	<p>EEF evidence states in "remote learning rapid evidence assessment "</p> <p><i>Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.</i></p> <p><i>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</i></p>	<p>Tracking systems for reading</p> <p>Remote learning survey – parents and pupils</p>	SC/SH/JB B	1099	<p>July 2021 review</p> <p>This was felt to be effective through lockdown but parental take up reduced after the return. In March 21 This will be relaunched in Sept and reviewed Dec 21</p>

Devices- increase numbers available for home/school use	All children have access at home to internet/online learning Use of digital teaching to support teaching and learning improves progress and outcomes	Research evidence in the above report states: <i>Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress</i>	Observational evidence Outcome and progress tracking Staff confidence in using digital technology as part of their teaching and learning support	WC	9700	Completed March 2021  Purchased and in use across the school – all staff are building confidence and supported with training by ICT leader  Children identified and supported – some continue when self isolating
Additional Post for expanding Learning Mentor team Pastoral	Support for families effective and bespoke solutions put in place where needed Attendance is consistently high and above national figures	As above for supporting SEL aspects	Attendance tracking Pupil interviews	AW/ND	9500	December 2021 Highly effective and increasing workload as year progressed. Will continue to Dec 21 then review Highly effective attendance support.
JustB counselling sessions x3	Children and families are supported with SEL aspects and are therefore in an improved position to learn	As above for supporting SEL aspects	Summary of outcomes from sessions Pupils provision and tracking	AW/CW	1400	Dec21 This has supported 3 children ( and their staff teams) very effectively. This will be renewed to Dec 21 then reviewed.

SHINE/well-being survey and SNAP resources	Specific support for developing use of diagnostic assessment is effective in improving outcomes	EEF “diagnostic assessment “ states: <i>Diagnostic assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins.</i>	Summary outcome data Planning /teacher interviews	AW/ND	898	Dec 21 SHINE being used effectively and will continue in next academic year.– SNAP has not been so useful as we returned so will not be continued into Sept 21
Use of tutoring/small group focus learning Use of familiar staff already on the staff teams	Pupils are making accelerated progress	EEF research for evaluating the impact of tutoring: <i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition delivered by qualified teachers is likely to have the highest impact</i>	Summary outcome data	AW	Tbc but likely to be circa £12000	Ending July 21 Highly effective additional support in key year groups- phonics in yr 1 (70% WA) and years 4/5/6 additional specific maths /writing support
<b>Total budgeted cost:</b>					22,597 (34,597 with tutoring)	

#### ADDITIONAL INFORMATION

Rationale informed by the above publications from EEF

PIRA/PUMA/NMM tracking

Well-being survey ( Rising stars)

SHINE support resources

SNAP SEND

