

Coronavirus Catch Up Premium Grant

2020-21

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 177 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £14,160 | | |

| STRATEGY STATEMENT |
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| <p>Our key priorities are:</p> <ul style="list-style-type: none"> • 1. Ensure all children are attending school regularly • 2. Ensure children are emotionally ready for returning to formal learning • 3. Ensure consistent high-quality teaching and learning across the school • 4. Ensure identified children have access to necessary 'catch up' interventions • 5. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home |

| BARRIERS TO FUTURE ATTAINMENT | |
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| A | Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown. |
| B | Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown. |



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| C | Gaps in the children’s phonic knowledge due to missed learning. |
| D | Poor attendance will lead to missed learning. |

| TARGETED SUPPORT | | | | | |
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| 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>Monitor attendance daily and liaise with parents/carers</p> <p>Log Covid related absences separately and close track return to school dates.</p> <p>Work closely with the EWO to ensure all children return to school after a bubble closure.</p> | <p>Our school attendance to be at least 96% (not including Covid related absences)</p> | <p>The EEF states in Covid- 19 support guide for schools:</p> <p>“Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.”</p> | <p>Attendance to be monitored daily by the Attendance officer.</p> <p>Regular contact between Attendance officer and Notts team for those children whose absence is causing concern.</p> | <p>KL MC</p> | <p>Half - termly</p> |



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| <p>Whole school thrive approach to be implemented.</p> <p>Class actions plans to be formulated and implemented.</p> <p>All pupils to be assessed using Thrive to determine the pupils that require thrive intervention.</p> <p>Thrive Practitioner to work with small groups of children to support the SEMH development.</p> <p>Enrichment activities to be focused on physical activity and mental wellbeing.</p> | <p>All children will be emotionally ready to access formal learning.</p> | <p>The EEF states in Covid- 19 support guide for schools:</p> <p>“Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.”</p> <p>The Thrive approach states:</p> <p>“Children require healthy social, emotional and cognitive development throughout the different stages of their childhood. This underpins educational development and learning. Without these skills there is no foundation on which to build on. Once children are confident in their own SEMH then their progress will follow.”</p> | <p>Thrive assessments will be completed each half-term from Spring 1.</p> <p>Class action plans to be monitored.</p> <p>Drop-ins will monitor the delivery of whole class action plans across the academy.</p> <p>Monitor the incidents that are logged on Cpoms linked to SEMH.</p> | <p>AMit CF</p> | <p>Half-termly.</p> |
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| <p>All children to take baseline assessments.</p> <p>Teachers complete question level analysis. Identify which children need 'catch up support'</p> <p>Pupil progress meetings held to discuss progress and barriers.</p> <p>Targeted intervention within the classroom by the class teacher or the teaching assistant.</p> <p>Purchase of Toe-by Toe, Word Wasp and Power of 2 and monitor the impact.</p> <p>Use funding to employ an additional TA on a temporary basis.</p> | <p>All children making at least good progress in their learning.</p> | <p>The EEF states in Covid- 19 support guide for schools:</p> <p>"Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress."</p> | <p>Half termly pupil progress meetings.</p> <p>Analysis of the RAG assessment tool.</p> <p>Work scrutiny/ drop-ins.</p> <p>Improved rates of fluency and prosody.</p> <p>Assessments show good progress</p> | <p>KL TR JE CF</p> | <p>Half termly</p> |
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| Effective differentiation Effective use of Launchpad to identify gaps in early reading and phonic knowledge | | | | | |
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| <p>Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes.</p> <p>Access ICT support to ensure that all school laptops and devices are able to be used safely by the children at home should they be required.</p> <p>Source additional laptops and devices for children and staff.</p> <p>Provide all staff with regular training on how to facilitate online remote learning sessions.</p> <p>Resource packs to be provided to all children for when they are required to isolate. This will</p> | <p>Ensure all children are able to access remote learning.</p> | <p>The EEF states in Covid- 19 support guide for schools: “Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.”</p> | <p>Parent feedback</p> <p>Pupil feedback</p> <p>Work collaboratively with the trust to continually monitor, assess and improve the remote learning offer.</p> | <p>KL JB JE</p> | <p>On-going</p> |
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| <p>contain books, head phones, pens, pencils, coloured pencils, rulers, whiteboards, pencil sharpeners etc.</p> | | <p>The EEF states in Covid- 19 support guide for schools:</p> <p>“Providing additional books and educational resources to families with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.”</p> | | | |
| Total budgeted cost: | | | | | £14,160 |

ADDITIONAL INFORMATION

