

Central St Infant School

COVID – 19 Catch-up Premium Strategy



COVID-19 catch-up premium spending: Summary

Summary Information	
Total number of pupils	
Catch Up Premium 20-21 (remaining amount)	£1,873.77
School led tutoring Grant	£810 (75%) Total: £1,080
Recovery Premium	£2000 (This amount is accounted for within our school Pupil Premium Strategy)
	15hrs of tutoring for 4 children

Strategy Statement

Aims

- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those pre-pandemic. We will raise the attainment of all pupils to close the gap created by COVID-19 school closures from baseline assessment across the school in Reading, Writing and Maths
- To continue to reduce the attainment gap between disadvantaged pupils and their peers
- To continue to support the mental health needs of pupils that have arisen as a result of the pandemic; trauma or anxiety linked to the period of school closure

For all children catch-up is:

- **Working through well sequenced, purposeful sequences of lessons.** We are focusing on key objectives and ensuring that our curriculum stays broad, balanced and creative through our topics and following the interests of the children.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require a greater focus in EYFS and KS1. These include: handwriting, phonics, spelling of high frequency words, sentence punctuation, addition & subtraction fact recall and knowledge of calculation strategies (Ready to Progress Criteria) and age appropriate reading skills.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a prolonged period of time.

For some children catch-up is:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

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?
To identify gaps in learning through a small step progress tracker	Small steps targets identified through purchase of BSquared and intervention in place	<ul style="list-style-type: none"> Use of BSquared for SEND and identified vulnerable pupils to allow targeted intervention 	<ul style="list-style-type: none"> Training for staff and support staff. Regular progress reporting. 	LB	End of year progress.
Ongoing CPD – delivered weekly CPD for support staff every other week.	Increase high quality training for staff thus increasing their capacity to deliver high quality lessons for all students.	<ul style="list-style-type: none"> Development of teaching approaches in Maths and English Support with wellbeing to ensure pupils are ready to learn. Support staff CPD to ensure high quality intervention for maximum progress. 	<ul style="list-style-type: none"> Planned CPD sessions for all staff. 	SLT	Termly
Total Budgeted cost				BSquared: £520	
Targeted support					
To support Year 2 pupils in reducing gaps in maths, using the NTP Tutoring Programme.	Accelerated progress areas for identified pupils	<ul style="list-style-type: none"> Use of National Tutoring Programme tutors (White Rose Maths) as an area of expertise, to improve basic skills in maths, to ensure pupils meet the expected standard. https://nationaltutoring.org.uk/tuition-partners/ 	<ul style="list-style-type: none"> Provide a set room and home learning opportunities to ensure programme is effective. Set up communication with teachers and tutor to ensure a targeted approach. 	LB YR2 Class Teacher	After completion of the programme, along with internal data
Wellbeing support for students - therapeutic work to support pupil's well-being	Providing additional support to all pupils and especially those with additional emotional needs.	<ul style="list-style-type: none"> Impact of COVID 19 on pupil and parent well-being. 	<ul style="list-style-type: none"> Interventions such as Lego Therapy, Circle of Friends, time with adults 1:1, self esteem External services - MHST 	LB	Termly

<p>To identify appropriate interventions for identified pupils to develop their knowledge and understanding in Reading, Writing and/or Maths</p>	<p>Intervention programmes will support children to make accelerated progress and consolidate their learning.</p> <p>Children identified through data analysis will be tracked and gaps in learning and progress will be addressed.</p>	<ul style="list-style-type: none"> • Attainment gap between vulnerable pupils and their peers. • Research from EEF of specific small group interventions – Nesy, Catch Up Maths etc. • Quality feedback 	<ul style="list-style-type: none"> • Achievable and aspirational target setting • Pupils discussed during pupil progress meetings. • Regular data analysis to track the progress of identified pupils. 	<p>SLT</p>	<p>Pupil progress meetings</p>
<p>Summer Term Support Y2 children in transition readiness.</p>	<p>Children will be ready to start Y3 both academically including in terms of their attitude to learning and mentally</p>	<ul style="list-style-type: none"> • https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/ 	<ul style="list-style-type: none"> • Time for Y2 and Y3 teachers to talk/plan • Well planned transition over the Summer Term • Observations • Talking to pupils/families • Looking at pupil books • Data analysis 	<p>LC LB</p>	<p>End of transition programme, summer term</p>
<p>Total budgeted cost</p>				<p>WRM:</p>	<p>£388.00</p>
<p>Wider Approaches</p>					
<p>Pupil and parents supported through Open Minds.</p>	<p>Pupil workshops supporting a range of areas such as anxiety, resilience etc.</p> <p>Parental workshops on supporting their children with anxiety/transition</p>	<ul style="list-style-type: none"> • Impact of COVID 19 on wellbeing • Increase in cases of anxiety and supported needed from CAMHS 	<ul style="list-style-type: none"> • Clear plan for content in workshops • Parental sessions planned well in advance and information shared with families. 	<p>JR LB</p>	<p>Termly</p>

To increase opportunities to develop language through high quality provision including texts and small world resources	Pupils will use an extended vocabulary; they will answer QfLs in a range of ways. Vocabulary will be used across the curriculum and increasingly appear in written work.	<ul style="list-style-type: none"> • EEF Recommendations https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy • Teachers knowledge of children including previous data and interventions that children have taken part in. • Providing pupils with high-quality feedback. 	<ul style="list-style-type: none"> • Pupils discussed during pupil progress meetings. • Regular data analysis to track the progress of identified pupils. • Pre teaching • Family engagement 	LB	End of year progress
Total budgeted cost					
Total remaining					£965.77

Additional Information
Other relevant documents to support this strategy <ul style="list-style-type: none"> • Pupil Premium Strategy Statement