

Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation - £12,560

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

School is stable and had contact with a large number of children throughout the partial school closure due to a large number of parents being key workers. The vast majority of families were able to access home learning though engagement with this has been mixed. School contacted every family at least once per week during the partial closure. Since returning to full opening more significant gaps in learning have been identified within EYFS and year 1 therefore the majority of this funding will be directed towards these year groups. Additional support for PSHE and child mental health as well as improvement of quality first teaching and allocation of bespoke targeted intervention where needed are the key focuses.

Teaching and whole school strategies

- *High quality teaching for all*
- *Effective diagnostic assessment*
- *Supporting remote learning*
- *Supporting Early Career teachers*
- *Focussing on professional development*

		Person/Team Responsible	Cost
A	QFT is not always supported by evidence informed professional learning. Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote). Inconsistencies in understanding and practice exist from school to school.	SLT	ALP £1000 AE £50 per teachers x 2 One Wakefield £500 programme contribution

B	Teaching of phonics and early reading requires further development and rigour to ensure that gaps which occurred during the partial closure are closed and improvements are embedded.	ST and OA	£1000 staffing
Targeted Academic Support <ul style="list-style-type: none"> • <i>High quality, one to one and small group tuition</i> • <i>Teaching Assistants and targeted support</i> • <i>Academic tutoring</i> • <i>Planning for pupils with special educational needs and disabilities</i> 			
		Person/Team Responsible	Cost
C	One to one and small group support is required for children in KS2 who haven't met the phonics screening standard and for children in KS1 at risk of not meeting this. This is an essential requirement to enable them to develop as readers and promote access to the full curriculum.	ST and OA	£1000 staffing
D	Additional support is required to bolster improvements to quality first teaching specifically within reception class and Y1	ST and CS	£6000 staffing
Wider Strategies <ul style="list-style-type: none"> • <i>Supporting pupils' social, emotional and behavioural needs</i> • <i>Planning carefully for adopting a SEL curriculum</i> • <i>Communicating with and supporting parents</i> • <i>Supporting parents of with pupils of different ages</i> • <i>Successful implementation in challenging times</i> 			
		Person/Team Responsible	Cost
E	Social, emotional and behavioural interventions require further development to address the range of vulnerabilities that some children within this group present and to remove these as barriers towards their learning. Additional social and emotional support is required in EYFS for children who have not had the usual transition support and who have a range of BESD needs (1x 1 to 1 TA needed in addition to EHCP needs). These are particularly pertinent following the Covid 19 partial closure and will be focused towards any findings from this	ST and SLT	£2960 staffing

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p>Inconsistencies in understanding and practice exist from school to school.</p> <p>Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p>Feedback does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p>Pupils do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p>Active Ingredient 1: Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p>Active ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including</p>	<p>Equity – access for all to core evidence informed professional learning through EBE's ALP and Assessment Essentials course.</p> <p>Opportunities to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for review and collaboration conversations.</p> <p>Opportunity for assessment leads to co-design and co-deliver professional learning to teachers and support staff.</p> <p>Collaborative approach to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p>Fidelity</p> <p>Short term: Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p>Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p>Short term: All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote). Feedback from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>retrieval practices, feedback, editing and reviewing. Active ingredient 7: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding. Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity.</p> <p>Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups.</p> <p>A responsive curriculum offer is built taking account of assessment information.</p>	<p>make better decisions about what happens next. Medium term All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
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Review Progress at the end of the summer term

All sessions with the Wakefield one training have been attended and all planning and evaluation linked to this has been completed. Initial impact is very positive and the knowledge of staff across school about areas of disadvantage and the provision of catch up and blended learning has improved. This has resulted in changes to the way in which planning for disadvantaged groups and catch up provision have been made. The full impact of this will be judged as the plans are fully implemented next year.

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teaching of early reading and phonics is not fully consistent or as robust as it could be to enable that all children enter KS2 able to fully access the curriculum. Improvements had begun to be seen before lockdown but gaps have widened in some cases during home learning and partial closure. New staff have also been appointed.</p> <p>Staff teach phonics daily but their in depth understanding of the most effective methods for this is variable and requires development.</p> <p>Pupils a good number of pupils reach the necessary standard to pass the phonics screening check and this is improving however, this alone does not enable full access to the range of reading within the KS2 curriculum. Some pupils don't reach the phonics screening standard by the end of Y2 or the KS1 expectations for reading and so are disadvantaged when entering KS2.</p>	<p>Active ingredient 1 – The system and expectations for phonics teaching from N to Y2 will be clarified.</p> <p>Active ingredient 2 – resources will be purchased to ensure delivery of the improved lessons.</p> <p>Active ingredient 3 – phonics sessions will be delivered daily in the same time slot as previously and in addition to other reading activities but they will follow the new strategy.</p> <p>Active ingredient 4 – one to one and small group intervention will be delivered to those children at risk of not attaining as required (see element D below)</p> <p>Active ingredient 5 – parents will be informed about the changes through letters and meeting and given access to the online support materials.</p>	<p>CPD all staff will attend full. 2 day RWI phonics training via the RWI blended offer and the reading lead will attend full one day reading lead training. Staff will also receive CPD from training sessions led by the head teacher and reading lead, interventions from the development day lead and peer collaboration / observation etc. Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice. Additional staff will support with leading phonics sessions allowing for smaller and more bespoke groupings.</p> <p>Communication will take place through staff meetings, parents' meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the reading lead.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>Short term: Fidelity: All staff follow the RWI format and teach the lessons as planned and as needed by their group Medium term Fidelity: All RWI sessions are delivered consistently and accurately with clear routines established. Additional support, pinny words and one to one catch up activities are in place. Development day evaluations show good progress. Reach: All staff are consistent in their teaching of phonics and early reading.</p>	<p>Short term – pupils show more confidence when reading and blending sounds and show engagement with the system. Medium term – Progress through the RWI levels is established and maintained with evidence of children applying these skills in reading and writing activities throughout the school day. Long term – attainment at Y1 in the phonics screening check and at Y2 in reading continues to improve. Attainment and progress in KS2 across the curriculum continues to improve and children are more able to effectively access the curriculum leading to improved attainment in all subjects.</p>

Some pupils often, but not always, those from disadvantaged backgrounds, enter school with lower literacy levels and so require additional support. EEF toolkit has a positive impact of +4 months.				
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Review Progress at the end of the summer term

Very clear progress has been made and there is marked improvement in the teaching of phonics and early reading. Further development of support staff within this and continued improvement of pace and structure within phonics sessions and application across school will continue to be further development foci next year.

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>One to one and small group support is required in EYFS for pupils who enter the school with language deficit, in Y1 for children at risk of not meeting the phonics screening threshold and in Y2 and KS2 for those who have gaps and barriers in their phonics knowledge or early reading skills. The difference in EYFS is more marked than normal due to a lack of transition during Covid 19 partial closures. Staff require training, support and resources to deliver this. EEF toolkit – phonics has a positive impact of +4 months, small group tuition has a positive impact of +4 months and one to one tuition has a positive impact of +5 months.</p>	<p>Active ingredient 1 – one to one sessions will be delivered during assembly times by trained staff. Active ingredient 2 – small group intervention sessions will be delivered during afternoons led by trained support staff and after school led by the reading lead. Active ingredient 3 – Ongoing, on the spot one to one catch up sessions will happen with all staff using 'pinny time' for this. Active ingredient 4 – clear communication between the teacher who leads the main phonics session for these children, the class teacher and the intervention lead must be established and maintained.</p>	<p>CPD for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI. Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication. Follow up support from SENCO, reading lead and development day lead as required.</p>	<p>Short term Fidelity: teachers ensure that children are able to consistently attend the intervention sessions and relate the learning from these to class and group teaching. Medium term: Fidelity: All sessions are delivered and fully followed up by teaching staff. Children progress through the sessions and improve their phonics knowledge and understanding.</p>	<p>Short term: Pupils feel more confident and more able to access phonics teaching. Medium term: Pupils make sufficient progress to return to class and group phonics teaching without the need for further intervention. Long term: Pupils reach their full potential in terms of phonics and reading assessments and are able to fully access the KS2 curriculum.</p>
<p>Review Progress at the end of the summer term</p> <p>There has been clear progress here. As the EYFS will be working as a unit next year this will continue to be an area of focus to ensure that the progress from this year is maximised and built upon.</p>				

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children within the reception class and year 1 have presented with more significant gaps in learning, fall back in maturity and emotional concerns within school.</p> <p>Teaching staff require additional support within the classroom to ensure that their quality first teaching is able to bridge these gaps for all children.</p> <p>Support staff require time to support teaching and learning within the classroom and to lead individual and small group targeted interventions.</p> <p>Pupils require dedicated adult time which can focus specifically on their identified gaps and areas of need. This will develop positive relationships, boost confidence and lead to increased progress.</p>	<p>Active ingredient 1 Teachers to work closely with new support staff to ensure that individual needs are known and allocate support staff to specific children, groups and activities.</p> <p>Active ingredient 2 Support staff will work within the classrooms to support and enhance the impact of quality first teaching.</p> <p>Active ingredient 3 Support staff will lead bespoke, targeted intervention sessions where needed and under the direction of teachers.</p> <p>Active ingredient 4 Clear communication will be maintained between the class teacher and members of support staff including SENCO and SLT as needed.</p>	<p>CPD for teaching staff to ensure that they fully understand the gaps and barriers and how best to improve these.</p> <p>CPD for support staff to ensure that they are well trained and able to support teachers effectively and implement any interventions leading to good outcomes.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SENCO and SLT as needed.</p>	<p>Short term teachers are more able to clearly identify the gaps and needs within their classes and to develop their teaching and their deployment of support staff to promote this.</p> <p>Short term Support staff feel more confident to support teaching and learning and deliver effective interventions.</p> <p>Medium term All staff are confidently and robustly addressing individual and group needs as part of day to day classroom teaching.</p>	<p>Short term pupils feel more confident and initial signs show that gaps are beginning to close. Emotionally stability begins to be evident.</p> <p>Medium term pupils are able to fully access classroom learning without the need for additional intervention.</p> <p>Long term any gaps and emotional instability resulting from Covid 19 are minimised and children are able to attain success.</p>
Review Progress at the end of the summer term				
<p>Progress has been made in this area and there is improved emotional settling within EYFS and year 1. Specific work with individuals has been carried out and is ongoing. Next year the EYFS will be working together as a unit and there will be further work to do to continue to embed this next year and to react to further difficulties which may become apparent.</p>				

E. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children have social circumstances or emotional / behavioural needs which impact on their ability to attain their full potential. This includes some children with diagnosed communication and interaction conditions and low self confidence as well as those whose emotional and behavioural needs result from home circumstances. This will also include children whose social and emotional health have been impacted by Covid 19 restrictions.</p> <p>Staff need support to raise the aspirations of these children and ensure that they account for these needs when planning and delivering teaching.</p> <p>Teachers will develop programmes to focus on specific need where applicable which will be led by support staff.</p> <p>Pupils need to believe in themselves and develop strategies to manage their emotions, behaviour or confidence levels. EEF toolkit – behaviour interventions have a positive impact of +3 months.</p>	<p>Active ingredient 1 – staff need training to ensure that the needs of these children are met.</p> <p>Active ingredient 2 – specific, focused, short term interventions need to be established according to need and to be followed up within class. These will happen at least once per week during afternoon sessions on the timetable and more frequently according to need. They will be delivered by trained support staff.</p> <p>Active ingredient 3 – provision needs to be subsidised to ensure that these children are fully able to access extra curricular provision and, for example, residential visits which will all support their personal and social development thus improving their engagement with the full curriculum within school.</p>	<p>CPD for staff working with these groups and individuals.</p> <p>Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met.</p> <p>Collaborate with parents to promote attendance at extra curricular clubs and events such as residential visits. This will also ensure they are fully informed of the financial support that school will offer for these.</p> <p>Collaborate with other schools who have shown progress and improvements in this area of work.</p>	<p>Short term</p> <p>Fidelity: staff will ensure that the emotional needs of these children are considered and actively planned for. Interventions, where needed, will be in place.</p> <p>Medium term</p> <p>Fidelity: All staff will demonstrate effective provision to cater for the emotional and behavioural needs of the children.</p> <p>Reach: the number of children with these needs and from disadvantaged backgrounds will diminish.</p>	<p>Short term</p> <p>Pupil self confidence and awareness will increase.</p> <p>Medium term</p> <p>Attendance at additional activities will improve and confidence and self control will be managed individually with less need for intervention.</p> <p>Long term</p> <p>Positive impact on social and emotional welfare will be evident through improved outcomes. Improved self esteem and confidence leading to improved academic outcomes and a greater ability to access secondary school provision effectively.</p>
Review Progress at the end of the summer term				

Progress has been made with specific individuals who present with some social and emotional needs. Further development across school will continue to be a focus next year.