

ASCEVA Plan for COVID-19 'Catch-Up' Premium

SUMMARY INFORMATION

Total number of pupils:	373	Amount of catch-up premium received per pupil:	£45.79
Total catch-up premium budget:	£17080		

STRATEGY STATEMENT

Our vision of 'Learning and growing together through Jesus Christ' provides the framework for education in our school. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life. However, national reports suggest that:

"Children from disadvantaged backgrounds are likely to have been more affected, particularly severely, by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF (Education Endowment Foundation) recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged." (Covid-19 Support Guide for Schools – June 2020)

We aim to address these concerns through:

Quality of Teaching for All

Great teaching is the most important resource schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high quality one to one or small group tuition as a 'catch up' strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Wider Support

We have a consistent offer of pastoral support for our pupils and families provided by our ELSA (Emotional Literacy Support Assistant) alongside other staff and agencies. Social development from shared experiences with peers has been significantly impacted due to the pandemic and it is essential that we provide a range of opportunities to supplement those provided in the curriculum. These include resourcing 'active' break times, sports coaching and clubs as well as outdoor learning such as Forrest School provided on site and 'Seeds for Change' by an external provider

Please note the total spending on this plan is higher than the 'catch-up' funding provided. This overspend will be supported through the school budget, although the expenditures are listed here, as they would have been unlikely to be necessary at this point without the impact of the pandemic and are therefore in addition to the costs within the School Development Programme.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning due to lack of access to 'in-school' teaching due to prolonged wider school closures and shutting of 'bubbles'. Particularly in phonics, reading, writing and maths.
B	Pupil re-engagement and motivation due to extended period of lockdown

ADDITIONAL BARRIERS

External barriers:

D	Access to on-line learning during periods of closure or for homework tasks
E	Access to FSM meals and other resources when child not attending school
F	Significant disrupted learning (due to a teacher absence in addition to the pandemic closure) impacting on behaviour for learning.

Planned expenditure for current academic year:

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Timetabling prioritises maths and English to ensure coverage of all concepts for the academic year.</p> <p>Maths scheme uses 'flash backs' to revise previous objectives.</p> <p>Writing assessment and 'school to school' moderation</p>	<p>Children have accessed full year curriculum by the end of the summer term.</p> <p>Gaps identified and next steps addressed.</p>	<p>Combination of professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Subject Leaders to monitor</p> <p>Work scrutiny shows progress</p>	<p>CD</p> <p>MR</p> <p>CD</p>	<p>June</p>
<p>Ensure timetabled reading sessions 4x a week, focus on fluency and comprehension. Precision teaching from TAs where needed. See also reading stock wider support.</p>	<p>Children's fluency makes rapid progress and all children are able to discuss the features of books, age dependent, using VIPERS effectively. (Vocabulary, inference, prediction, explanation, retrieval, sequencing/summarising)</p>	<p>As above</p>		<p>CD</p>	<p>June</p>

Replace current scheme (not going to be revised by Government) with new and approved phonics scheme,	New scheme provides teachers with good quality resources and well-sequenced steps to ensure consistent provision across EYFS-KS1 leading to children re-gaining lost ground and reaching the expected level of phonics for their age.	Government approved list of providers	Subject Lead to monitor and assess	KDa	Sep
Total budgeted cost:					£2000
Targeted Academic support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Individual pupils identified by class teachers will have access to tuition delivered by qualified teachers to address pupil 'gaps' in learning in English and maths. Those in receipt of Pupil Premium will be prioritised.	Individual or 2:1 tuition from their teacher or through the National Tutoring Scheme. This will ensure that prioritised 'gaps' in their learning have been addressed.	National 'catch-up' strategy	Track impact of intervention on Edukey, monitor quality of provision.	CD	July
Forrest School-Year 4 project for groups of up to 10, focus on SEND/PP alongside peers.	Pupil's well-being and involvement is high and demonstrated in the rest of the curriculum.	Research on the benefits of 'outdoor' learning (LOTIC)	Using Leuven's Scale of Well-being and Involvement- before and after intervention based on engagement in the curriculum inside the classroom. Impact tracked on Edukey	JR	July

Additional TA until August, in class affected by teacher absence.	To allow staff to give greater individual attention and support improved outcomes, learning behaviours and children's sense of well-being.	Benefits of additional pastoral support and reduced adult ratio.	Monitoring impact through lesson observation, work scrutiny and pupil attainment.	KCu	May
Total budgeted cost:					£14000
Wider Support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Catering Company, (supplemented by local charity and Church) provide food boxes for children in receipt of FSM and others in hardship.	Good quality meal boxes with recipe cards from caterer and other food items from charity when children not in school during term time.	National food standards, community feedback.	Monitor quality of resource and seek parental feedback.	CD	On-going
Additional laptops (funded by Charity donation and Government scheme) alongside re-purposed school iPads and internet access codes-available for home learning where needed and for homework going forward. Priority FSM and SEND.	All children have access to on-line learning, Google Classrooms and Doodle Maths	Government funded initiative and expectations for home-learning offer.	All families have access to home learning during lockdown periods.	KCu	On-going

Replace reading stock not returned after first lockdown-due to lack of stock and greater demand at the lower end of school	Children in EYFS and KS1 are able to have access to a range of phonically decodable books.	Literacy Trust evidence that those who read daily are 30% more likely to gain expected standard at national tests.	All children able to access books that match their interest and ability.	EP	October May
Improved and extended phonics resources-see also quality of teaching section (Q of T)	Jolly Phonics resources supplement reading stock above.	See Q of T	See Q of T	KDa	May
Link with 'seeds for change' for individual SEND child.	Child willing to communicate with staff and be able to re-engage with class peers.	Commissioned by LA for SEND-case studies and testimonials available.	On-site visit by Inclusion Lead	KC	July
Total budgeted cost:					£3900

ADDITIONAL INFORMATION

Information, used to support the sections above:

- Internal assessment and reporting software
- Evidence from the Education Endowment Foundation EEF and other national guidance
- Results of staff, pupil and parent voice
- Analysis of attendance records