

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	153	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£36,720		

STRATEGY STATEMENT

Returning to school after the long summer break has been difficult for many of our pupils and since returning after the first lockdown new challenges were presented. Since pupils returned in September 2020 many of our pupils felt very different to way they felt when provision was closed to the majority on Friday 20th March 2020. We acknowledged that many will have had different experiences during this time. Many of these are due to the children having to remain in the house for long periods of time, some are due to families not being able to access critical services as they do not have online devices to engage and some are due to parents not being able to support their children with online learning.

The common thread from the lockdown period is noted as being the loss of routine, structure, friendship, opportunity and freedom (Carpenter B 2020). The majority of our children will have been impacted by the loss of routine and structure. School routines and structures have had to be re-established. These are vital for our children and even those who were able to access the school environment the routine and structure was very different to that offered pre 'lockdown'. Relationships will have been affected and the children have had to experience reduced opportunities and freedom. Considering all these points the school has given considerable thought about the most effective way to support our children as they re-engage in their learning journey. Many pupils have returned to school with halted progress and with much previous learning forgotten.

Our teachers and teaching assistants are skilled at achieving rapid progress due to the personal learning programs they deliver and teaching techniques they use.

STRATEGY STATEMENT

Our schools catch up priorities include:

- Literacy and Numeracy 1:1 and small group. Pupils have been identified as requiring additional support in these areas post lockdown. This includes a specific focus on Phonics learning that may have been missed during lockdown.
- A focus on developing communication and interaction skills. This has been identified as an area for development as skills may have been lost.
- A strong focus on emotional regulation enabling us to re-establish familiar routines and structures. For many pupils these were lost during the lockdown period.
- Focusing on physical development, in particular for our PMLD pupils. Physiotherapy programmes may not have been fully delivered during the pandemic.

The overall aims of our catch-up premium strategy are:

- To enable pupils to access very structured teaching sessions that primarily focus on the core areas of learning and so close the gap created by school closures.
- To ensure that any gaps in children's speech and language development are quickly addressed.
- To raise the attainment of all pupils due to the barriers outlined above being reduced.
- To support pupils with mental health and emotional issues linked to school closures.
- To support pupils in their physical development.
- To ensure all pupils are able to access home learning if there are future isolation periods.
- To provide holiday support (1 week) for those deemed most in need and to offer a range of additional visits during summer term 2021.

The core approaches we are implementing include:

- Teachers assessing and identifying programmes of support for every child where gaps in learning are evident. Support to be offered through the high staffing levels available.
- Utilising an independent Speech and Language Therapist (SALT) to work with the teaching staff to enhance language provision.
- To train two senior teachers in the WELCOME pack and to cascade this to teachers to supplement the work being undertaken by SALT.
- Identifying key children that would benefit from the SCERTS model and offering support to teachers from the newly appointed teacher with responsibility for this area.
- To deliver the MOVE programme and train an additional trainer in the MOVE programme.
- Utilising the Family Support Worker to identify and provide support to families that have experienced significant difficulties during the lockdown.
- Purchasing and producing high quality resources for home learning.
- Offering a week's holiday provision delivered by Elleray Park staff.

STRATEGY STATEMENT

Barriers to learning

At Elleray Park we have a personalised approach based on our in-depth knowledge of our pupils. As a small school with a high staffing ratio we have been able to quickly identify areas that pupils' are struggling with. The Earwig assessment data will give us concrete information on key skills and knowledge that will need to be revisited or retaught. We will be using this funding to 'narrow the gap' in the widest possible way. This will include literacy and numeracy but will also include developing pupils' communication skills, emotional well-being, physical development and their social/ independence skills.

The main barriers are

- Cognitive development.
- Speech and language development.
- Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown.
- Lack of opportunities to deliver physiotherapy programmes.
- Engagement with home learning – lack of device, parents ability to support pupils with learning at home if they are required to isolate.
- Pupils' additional needs – ASD pupils unable to transfer learning to taking place at home and not at school if need to isolate.
- Lack of social interaction and engagement with peers and staff.

We have based our approach on the materials produced by the Education Endowment Trust. Their research highlighted that the best way to improve outcomes for children post COVID was to look at the following three areas:

1. Teaching and whole school strategies

- 1.i Transition support
- 1.ii Secure pupil assessment and feedback
- 1.iii Supporting great teaching

2. Targeted approaches

- 2.i One to one and small group tuition
- 2.ii Intervention programmes

3. Wider strategies

- 3.i Supporting parent and carers
- 3.ii Access to technology
- 3.iii Summer support

Planned expenditure for current academic year

Action: Priority 1.i Transition Support	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?
Ensure all children are attending school regularly					
<ul style="list-style-type: none"> Monitor attendance daily and liaise with parents/carers Log Covid related absences separately and closely track return to school 	School attendance to be 95% (not including Covid related absences)	Priority to ensure that all children are attending school regularly to enable them to engage in learning.	Monitoring registers Work closely with the Family Support Manager to ensure all children return to school after lockdown	Family Support Manager School Office Staff	March 21
Budgeted Cost: 2 days a week for Family Support Manager to provide support					£10,800
Ensure children are emotionally ready for returning to formal learning					
<ul style="list-style-type: none"> Recovery curriculum to be designed and produced for staff. Start the new academic year with a Recovery Curriculum for the 1st half term. 	Children will have settled into their new classes and have adapted back into school life and the expectations.	This curriculum will take into account the effect the COVID-19 pandemic will have had on our children's mental health, confidence, self-esteem and anxiety. We will provide a safe learning environment ensuring children 'learn how to learn'. Children will require time and space to transition successfully back into school.	Monitoring the children during this interim period.	Class teachers SLT	November 2020
Budgeted Cost: 5 days for head and deputy to design the Recovery Curriculum					£1,000

Action: Priority 1.ii Secure pupil assessment and feedback	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?
Assess each child to identify gaps in learning and to identify lost learning					
<p>Earwig package used to identify gaps by the end of October half term.</p> <p>Earwig used to inform planning and plug the gaps.</p> <p>Teachers to identify what needs to be taught when to effectively close the gap.</p> <p>Teachers to prioritise key skills in communication, literacy and numeracy that need to be addressed.</p>	<p>Children make accelerated progress in their learning at each assessment point.</p> <p>Balance in lessons of catch-up and teaching current objectives.</p>	<p>Children have gaps in learning due to lockdown in the summer term 2020. These are likely to be evident in the core areas of learning.</p>	<p>Teachers will assess pupils using Earwig and compare the assessment data with that collated pre COVID-19.</p> <p>Targets will be set and these will be monitored by SLT.</p>	<p>SLT/ Class teachers</p>	<p>November 2020 February 2021 June 2021</p>
Budgeted Cost: 18 teachers given 1 extra day to complete assessments.					£3,240
Action: Priority 1.iii Supporting great teaching					
Priority 1.iii: Plan and deliver high quality learning experiences					
<p>Set appropriate targets and ensure that the four areas outlined in the EHC Plan are being met.</p> <p>Parents to be involved in the target setting process.</p>	<p>Clear targets set. Emphasis on re-embedding skills and knowledge learnt towards their EHC outcomes.</p>	<p>After such a long period away from teaching we have to ensure that delivery is exciting and motivates them to engage. It has to be broad and balanced and must include strategies that will enable children to meet their targets.</p>	<p>Clear planning will be crucial to ensure that there is a clear focus on what the child is learning in the core areas.</p> <p>Evidence of curriculum delivery that is meaningful and engaging to the child.</p>	<p>SLT/ Class teachers</p>	<p>November 2020 February 2021 June 2021</p>
Budgeted Cost: 18 teachers given 1 extra day to evidence progress made and to support implementation programmes.					£3,240

Action: Priority 2.i One to one and small group tuition	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?
Priority 2i: One to one and small group tuition for Speech and Language					
<p>Increased speech and language and social interventions for pupils identified as requiring them by the SALT and class teacher.</p> <p>Children will receive additional sessions of speech and language/social skills using the WELCOME package.</p>	<p>Due to additional sessions pupils will rapidly catch up on speech and language/social skill development that ceased due to lockdown.</p>	<p>Pupils who have not been able to access speech and language services since March, due to SALT not being in school will receive intensive 1: 1 speech sessions with trained teachers or small group sessions for social skill work.</p>	<p>Speech and language therapist identifies children who require additional support and intervention. She identifies speech and language targets and assesses them to see if achieved and sets new ones.</p>	<p>Clare McGuinness Liz Dumlu</p>	<p>February 2021 June 2021</p>
Budgeted Cost: Independent SALT 1 day a week, SLT trained in WELCOME pack and delivered to teachers					£7,085
One to one and small group tuition for literacy and numeracy					
<p>To provide any additional literacy and numeracy support to pupils where gaps in learning are identified by the teacher.</p>	<p>To improve the attainment gap in Literacy and Numeracy for some pupils in school.</p>	<p>Some pupils will have gaps in their learning following the lockdown periods. Given the small class sizes these will ordinarily be addressed by the high quality teaching being delivered. However, for a small group of pupils' addition 1-1 support may be required.</p>	<p>Staff delivering the interventions will provide evidence to the teachers to highlight progress. This data will feed into the Earwig assessment database and will be evidenced.</p>	<p>Teachers</p>	<p>February 2021 June 2021</p>
Budgeted Cost: 1 additional member of staff to be employed for specific sessions as deemed necessary					£2,000

Action: Priority 2.ii Intervention programmes- SCERTS/ Zones of Regulation/ Mental Health	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?
Support children in the areas of social communication and emotional regulation					
<p>Each child will have an individualised target that will look at developing their ability to recognise, manage and regulate their emotions and arousal level. (SCERTS)</p> <p>Zones of Regulation will be in place in all classrooms.</p>	<p>Re-establish familiar routines and structure within a thematic curriculum that provides plenty of opportunities for learning activities that are active, practical, sensory based and that use the outdoor environment.</p>	<p>Emotional regulation needs to be the focus of the managing feelings aspect of our curriculum.</p> <p>Following the lockdown period children need to be given the time, space and support to use behavioral, language and metacognitive strategies that help them to stay well regulated. Pupils engage in their learning when their resilience is high and their emotions are balanced. This results in higher levels of engagement.</p>	<p>Analysis of the individual targets and progress made against them.</p> <p>Evidence of Zones of Regulation in the classroom</p>	<p>Vickey Hadden</p> <p>Jonny Lewis</p>	<p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
Budgeted Cost: SCERTS Lead/ Time for J. Lewis to monitor and evaluate					£3,773
To support children with their mental well-being					
<p>To train a member of staff in mental health support.</p>	<p>To support pupils who have been more impacted by the lockdowns to access specific, bespoke interventions that have been devised and supported by the EP service.</p>	<p>Having had the children back in school it has been highlighted that there is a need for some pupils to be offered targeted support as behaviour and mental health have been negatively impacted upon.</p>	<p>A member of the teaching staff will access training delivered by CAMHS and E.P's. The support will be monitored and evaluated.</p>	<p>Simon Bates</p> <p>Gill Hughes</p> <p>Lucy Catt</p>	<p>March 2021</p> <p>July 2021</p>
Budgeted Cost: Release time for teaching staff to be trained by lead practitioners					£1,620

Action: Priority 2.ii Intervention programmes- SCERTS/ Zones of Regulation/ Mental Health/ MOVE	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 support children access the MOVE programme					
To deliver MOVE training to one of the PMLD teachers To deliver the MOVE programme to all PMLD pupils (if appropriate)	MOVE programmes written for all PMLD pupils (where appropriate) Staff training to have been delivered.	Many PMLD pupils did not have the same access to physiotherapy/ Move programmes during lockdown. The MOVE programme will result in improvements in functional mobility skills, development in cognition and learning and enhanced quality of life.	The MOVE programme will have made a marked difference to the children's overall physical development.	Michele Campbell Amy Jones	March 2021 June 2021
Budgeted Cost: Move license and staff training					£945.00
Priority 3.i/ii: Supporting parents and carers/ access to technology To deliver high quality learning materials for use in the home environment.					
Establish a strong remote learning offer. Build a bank of learning packs that can be sent home. Distribute to parents log in details for websites used by school- Bug Club, Purple Mash, Education City. Teacher to do whole class Zooms for pastoral support, whole class mini- demos of teaching. Parents to be supported via class dojos.	Work set will be achievable and personalized to meet their needs and ensure they do not fall behind while not in school. Regular communication via class dojos and telephone calls.	There is a need for a strong remote learning offer to be in place. There is a strong likelihood that more children will have to self-isolate during the school year. Additionally during the new lockdown more children will be unable to access education. Ongoing monitoring of effectiveness of remote learning with parents and staff. Engagement of activities monitored while child isolates/ can't attend school.	High quality home learning packs to be in place.	Clare McGuinness Teachers	Half termly
Budgeted Cost: Staffing/ materials costs for producing remote learning					£2,000

Action: Priority 3.ii Summer Support	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?
Summer Provision					
To offer a week's summer school to children identified as most at need.	To offer a week's provision for those most impacted upon by COVID lockdown. Staffed by school staff and offering high quality enjoyable experiences.	Initial feedback during the summer term 2020 has highlighted the need for some pupils to have additional support over the summer as their emotional well-being has been impacted upon.	The headteacher will work with staff to identify, target and provide support for pupils most affected by the COVID lockdown.	Margaret Morris Gillian Eccles	September 2020
Budgeted Cost: Staffing costs for 1 week of summer school					£4324
Priority 3.iii: Extra- curricular activities					
To increase the opportunities for pupils for achievement outside the curriculum. To offer additional visits and visitors in the summer term 2021. To support the Y6 pupils access residential opportunities in preparation for transition to secondary provision.	To enhance the opportunities for pupils to experience learning opportunities outside the classroom.	Many pupils due to COVID restrictions have had little opportunity for learning outside the classroom. These restricted opportunities may have had a negative impact upon their overall development.	Classes will plan a range of summer visits that will supplement the learning that is taking place within the classroom. Year 6 residentials will be reintroduced once deemed appropriate.	Justin Odinson Clare McGuinness	Termly
Budgeted Cost: Extra curricular activities					£2,000
Total budgeted cost:					£41,027