

# COVID catch-up premium plan

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	(236) 208	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,640		

## STRATEGY STATEMENT

Lower Kersal primary school is a school where everyone matters and we are committed to providing the highest quality education for all our children regardless of background or barriers to learning. Our catch-up priorities are as follows:

- To ensure pupils safe and secure returning to school, with nurture and mental-health needs at the core of our curriculum
- To ensure pupils make rapid progress and catch up on lost learning in core subjects
- To reduce the attainment gap between disadvantaged pupils and their peers
- To ensure robust plans are in place for future remote-learning

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Pupils will have significant gaps in their learning due to lost teaching time.
B	Prolonged school closures has negatively impacted pupils social, emotional and mental health
C	Staff may not have the knowledge of mental health required to support pupils who have been adversely affected by school closures.

### ADDITIONAL BARRIERS

#### External barriers:

D	Low attendance due to parental anxiety about returning to school.
E	Home learning environments may mean remote learning may not be accessible

## Planned expenditure for current academic year (20/21)

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	Estimated cost
All staff to receive ongoing CPD regarding building a nurturing curriculum with a focus on mental health and trauma informed return to school.	<p>Staff will be confident supporting pupils with mental health needs.</p> <p>Staff will be skilled in early recognition of mental health needs.</p> <p>The profile of PSHE is raised across the school.</p> <p>Pupils will become more skilled in recognising the importance of looking after their own well-being and have a range of strategies to support their mental health needs.</p>	<p>The EEF COVID-19 Support Guide for Schools states that setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>The Trauma-Informed Transition back to school guidance states that the return to school is likely to involve significant changes to young people's routines and daily experiences whilst they have been at home. The guidance suggests that staff being prepared to deal with these changes and having strategies to use support pupils will enable pupils to feel safe and secure.</p>	<p>Whole staff CPD on nurture and trauma informed transitions.</p> <p>Changes made to class timetables to enable strategies to support pupil's mental health to be in place.</p> <p>Recovery curriculum in place for all year groups.</p> <p>Training for identified staff to develop nurture groups.</p> <p>Additional time given to class teachers to complete Boxall profile for pupils.</p> <p>Interventions in place to support SEMH.</p>	<p>D.Rutter</p> <p>SLT</p> <p>SLT</p> <p>D. Rutter</p> <p>D. Rutter</p> <p>A .Reynolds</p>	<p>£2000 (+£600 for cover costs)</p> <p>£1000</p> <p>£700</p>

<p>All staff to receive ongoing and relevant CPD to ensure high-quality teaching for all pupils, including remote learning.</p>	<p>Teachers will be able to rapidly address gaps in learning through high-quality AFL and feedback.</p> <p>Google classroom is set up and all pupils can access.</p> <p>Staff will be confident in delivering remote-learning using Google Classroom.</p>	<p>The EEF COVID-19 Support Guide for Schools states that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>The DFE guidance for the full reopening of school states that: Remote-learning, where needed, is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Ongoing CPD for staff on effective AFL and feedback.</p> <p>Remote learning policy in place and shared with school community.</p> <p>CPD for staff on using Google Classroom.</p>	<p>A. Reynolds</p> <p>Subject Leads</p> <p>Subject Leads</p> <p>A .Reynolds</p> <p>D.Rutter</p>	<p>£1000</p>
Total funding amount:					£5300
<b>Targeted support</b>					
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	Estimated cost

<p>Reading, Writing and Maths baseline assessments in September inform targeted intervention.</p>	<p>Identify pupils who need additional support and invention.</p> <p>Pupils make accelerated progress and the majority of pupils catch up to ARE by summer 2021.</p>	<p>The EEF COVID-19 Support Guide for Schools states that targeted intervention focusing on a specific need has the greatest impact on pupil learning.</p>	<p>Staff training on structured interventions for literacy and Maths.</p>		<p>£250</p>
<p>Employ an academic mentor through the NTP to deliver 1:1 tuition with a focus on phonics and reading.</p>	<p>Pupils will make rapid progress in phonics and reading.</p> <p>All pupils in year 2 will pass the phonics screening by the end of the 20/21 academic year</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</p>	<p>Create a three-way relationship between tutor, teacher and pupils, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>High quality training in place for academic mentor.</p>	<p>A. Reynolds</p> <p>R. Burton</p>	<p>£7000</p> <p>£200</p>

Participate in the Nuffield Early Language Intervention.	Pupils in reception will make rapid progress in the language acquisition.	NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.	Staff release time for training	H. Mckeever	£400
Total :					£7850
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>Estimated cost</b>

<p>Identified pupils will be provided with access to technology in order to engage with remote learning.</p>	<p>Pupils from all backgrounds will have access to high quality remote learning in the event of isolation or closures.</p> <p>Continuity of education is achieved for all pupils, regardless of background.</p>	<p>The EEF COVID-19 Support Guide for Schools states that as all pupils return to schools, technology is valuable. Some schools might find it helpful to invest in additional technology.</p>	<p>Loan agreements in place for pupils to borrow a school device in the event of isolation or closures.</p> <p>15 Chromebooks purchased for pupils to use at home.</p>	<p>S. Steward</p> <p>S .Steward</p>	<p>£3500</p>
					<p>Total: £3500</p>
					<p>Total budgeted cost: £16,650</p>

## ADDITIONAL INFORMATION

### How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed:

Attainment will be assessed across the school using moderated end of year Teacher Assessments. These will be supported by SAT results and book scrutinies.

EEF COVID-19 Support Guide for Schools [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

DFE Coronavirus Catch Up Premium <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Trauma Informed Transition to School <https://www.emotionallyfriendly.co.uk/resources/posts/2020/june/transitioning-children-back-into-school/>