

Catch-up premium report 2022-23



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	412 (Including Nursery)	
Total catch-up premium budget:	£23,000	

STRATEGY STATEMENT

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Overview of the school's catch up priorities:

1. Supporting children to build on their knowledge from pre-lockdown, revisiting essential skills and knowledge for each subject with a particular emphasis on reading, writing and mathematics, phonics and grammar.
2. Supporting children's social and emotional wellbeing through the use of training for staff and updated Jigsaw scheme
3. Ensure equality of education for children isolating at home through the remote learning offer.

Core Approaches:

1. Teaching

Quality first teaching supported by evidence-informed CPD for teachers and support staff.

A broad and engaging curriculum that focuses on vocabulary acquisition.

Assessing pupils' learning and wellbeing needs, with a bespoke approach based on outcomes.

Whole-class reading approach underpinned by clearly defined formative assessment practices.

Use of high-quality programmes of learning for Maths and English to support teachers to deliver key learning that was missed due to school closures.

Continued development of a Maths mastery approach, supported by the Maths Hub.

Key learning and threshold concepts identified for the wider curriculum to enable focused planning and any necessary adaptations to our current programmes of learning.

Microsoft Teams used as a platform for Home Learning, with teachers modelling how to access resources in school, with feedback on work submitted provided by teachers.

2. Targeted Academic Support

Same-day in-class intervention.

Tutor-led targeted teaching for Year 2 and 6 pupils, as well as other year groups whilst timetabling allows through the support of two HLTAs in addition to class teaching assistants.

Specific intervention programmes, led by both Teachers and Teaching Assistants.

Question and task-based analysis used to identify gaps in groups of learners, interventions planned to target these areas.

3. Wider Strategies

Increased opportunities for outdoor learning provision, especially in EYFS and KS1.

Additional PSHE provision through the Happy-Centred Classroom and Jigsaw

School staff used to cover classes rather than supply staff where possible.

STRATEGY STATEMENT

The overall aims of our catch-up premium strategy

- a. To reduce the attainment gap between your disadvantaged pupils and their peers
- b. To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- c. To ensure all children are able to attend and also access excellent provision for remote learning

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low starting points on entry to EYFS, particularly with levels of communication and language, PSE, Literacy and Mathematics
B	Lack of stamina for reading, writing and mathematics due to prolonged period out of school
C	High levels of SEN, requiring additional support to reach expected standards

ADDITIONAL BARRIERS

External barriers:

D	Emotional wellbeing of children and their families leading to reduced levels of attendance
E	Limited access to technology, many parents find it difficult to home school for a variety of reasons
F	Low levels of attendance

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?
<p>CPD – provide CPD for staff to ensure that their subject knowledge is extremely strong</p> <p>Jenny Knock – Trauma Informed Training and follow up work to help staff understand how best to support children who have faced adversity</p> <p>Read To Write</p> <p>NW3 Maths Hub</p> <p>SIL Catch Up Materials training sessions</p> <p>Happy Centred Schools Training</p> <p>Resonate</p> <p>Network Meetings</p> <p>Association Meetings</p> <p>Question Level Analysis CP</p>	<p>Teachers and TAs understand how best to move children on from their starting points, particularly in core subjects.</p> <p>All staff are able to support pupils mental and emotional wellbeing effectively, creating the right conditions for learning</p>	<ul style="list-style-type: none"> Quality first teaching is the best intervention. Teachers are best placed to continuously assess and make judgements throughout each lesson and feed assessment information into subsequent lessons/intervention sessions. Interventions are aimed at being on the same day and time-limited so that children retain concepts. 	<p>Provide leadership time for subject leaders to monitor the progress in their subject</p> <p>Build in staff meeting sessions for joint book scrutiny</p> <p>Plan in pupil progress meetings termly and build in action planning for moving pupils on.</p> <p>Staff evaluate the impact of their training through the Standards Tracker Appraisal App.</p> <p>Appraisal targets linked to these aims – regular reviews take place between appraiser and appraisee.</p>	<p>CPD lead – DJ</p> <p>Catch Up Lead – MP</p> <p>Curriculum Lead – DM</p> <p>Assessment leaders – MP and MB</p> <p>SLT</p>	<p>Half termly</p>
					£3000

Targeted support					
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?
Personnel to lead on catch up intervention	All children to receive catch up intervention as required from a trained member of staff – TA/Teacher or HLTA	It is essential that there is no time wasted for pupils who are in need of catch up. Pupils requiring additional support need this as quickly as possible from a suitably qualified member of staff.	Specific members of staff will work with each key stage to offer catch up intervention directly linked to the lessons taught in class. Personnel delivering the intervention will be well trained and will liaise with class teachers at all times. Teachers will check on pupils' progress on their return and seek feedback from the nominated member of staff.	DM – Curriculum Lead	Monthly
Additional cost of tutor led tutoring	Tutor led tutoring enables children to narrow gaps within their learning in English and Maths in order to help them access the curriculum at at least expected level wherever possible.	We have decided that a better approach is to use the expertise within our staff team to enable constant dialogue about teaching and learning and progress. This allows feedback to be instant to both child and teacher and allows time for planning to be adapted as a result. School led tutoring will allow us to choose experts to deliver sessions to children. DfE funding will provide £202.50 to 60% of children on PP register for 15 hours of tutoring, however we have large numbers of SEND and other vulnerable children, who are not on the PP register.	Clear lines of accountability to key stage leaders and Catch Up Lead. Clear lines of responsibility between teacher and TA	MP/DM	Monthly

Total budgeted cost:	£20,000
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