



The Valley Federation of Edale C of E and Hope Primary Schools

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary for Hope Primary

SUMMARY INFORMATION			
Total number of pupils:	57	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£4560		

STRATEGY STATEMENT

Our strategy will be:

- To use additional Teaching Assistant hours along with local supply teachers to provide a targeted program of Catch Up activities across the schools

Our aims will be:

- To raise the attainment of all pupils to close the gap created by Covid-19 school closures
- To reduce the gap between disadvantaged pupils and their peers
- To support the emotional development of the children

Barriers to learning

We have identified barriers to learning by analysing the following:

- Internal assessments carried out in the Autumn 2020 – formal and informal assessments, Boxall Profiles...
- Discussions with staff, children and parents
- Attendance records
- Discussions with SENCO and Pastoral Teaching Assistant

BARRIERS TO FUTURE ATTAINMENT

Academic barriers identified:

Literacy	<ul style="list-style-type: none">➤ Gaps in learning for phonics for KS1 and lower juniors➤ Reading fluency due to application of synthetic phonics to reading➤ Fine motor skills development impacting on handwriting with younger children
Mathematics	<ul style="list-style-type: none">➤ Maths fluency (counting, tables, place value) across the school➤ Gaps in learning mental arithmetic in KS2➤ Gaps in learning in problem solving and reasoning in KS2
Social, Emotional and Behavioural needs	<ul style="list-style-type: none">➤ Levels of anxiety / low self-esteem / confidence➤ Inability to concentrate➤ Expression of feelings➤ Establishing friendships / trust

ADDITIONAL BARRIERS

External barriers:

Access to IT	<ul style="list-style-type: none"> > Lack of IT equipment at home > Poor broadband coverage
Attendance	<ul style="list-style-type: none"> > Children with persistent absence

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>- additional TA hours / employ supply teacher to reduce adult/child ratio for class lessons</p> <p>Focus on GUIDED READING, PHONIC SUPPORT, WRITE STUFF – sentence stacking, MATHS</p>	<p>Curriculum map is covered – particularly any missing content from periods of lockdown</p> <p>Gaps in phonics teaching addressed</p> <p>Larger proportion of children to make better than average progress on their return to full time education in maths/ reading/writing</p>	<p>From analysis of work from the Autumn & lockdown</p> <p>A cyclical curriculum for mixed year group classes means that gaps in knowledge and skills need to be filled</p>	<p>Clear rationale for employment of additional adults</p> <p>Structured timetables</p> <p>Robust system in place for tracking progress and coverage</p>	<p>HT SW</p>	<p>Half termly</p>
<p>-professional development for staff – The Write Stuff</p>	<p>All teaching staff to be trained in Write Stuff approach to deliver sentence stacking</p> <p>A consistent approach to teaching of writing in place</p>	<p>Analysis of work produced in lockdown & Autumn term</p>	<p>Staff meetings to share practice</p> <p>Observations</p> <p>Discussions with staff</p>	<p>SW (English Leader)</p>	<p>Half termly</p>
Total budgeted cost:					£1800

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?

<p>- release teachers to deliver 1 to 1 and small group targeted support</p> <p>Such as...precision teaching; Nessy; Physical Literacy; Sound Discovery; Dyslexia teaching</p> <p>-additional teaching time for small groups</p>	At least expected progress made by targeted children	Research into good practice - Small group interventions for short bursts of support proven beneficial	Starting points and end points clearly measured Teachers to teach own children who they know best Trained TAs to be used SENCO to train TAs to make best use of programs	HT SW (SENCO)	At end of intervention work
<p>-employ Pastoral TA additional hours to deliver Positive Play to larger number of pupils</p>	Improvement in emotional well-being of identified children (Boxall Profile, Questionnaires into well-being) All identified children to have at least one block of support (a weekly session over 6 weeks)	Development of emotional well-being to enable children to learn more successfully	Use trained Pastoral TA Regular sessions & outcomes shared with normal teacher to follow up in class Pastoral TA to assess & monitor impact in liaison with SENCO SENCO time to monitor	SENCO Pastoral TA	At end of intervention program
<p>-purchase additional SENCO time</p> <p>Identify learning needs identified precisely & best approach researched Planning to meet the needs of the SEN/ vulnerable children Supporting teachers/TAs to deliver programs</p>	SEN / vulnerable children make good progress (at least in line with that of their peers)	Reducing the gap between disadvantaged pupils & their peers	Use of experienced SENCO to lead the provision / programs Targeting support where most needed Monitoring of provision by SENCO	SENCO	Half termly
Total budgeted cost:					£1800
Other approaches					
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>-Pastoral TA supporting parents</p> <p>Weekly contacts made with parents of children who have Positive Play / vulnerable</p>	Parental feedback to show they feel supported Parents fully aware of support being given & how they can help	Feedback from staff, parents & children who are currently being supported in this way	Monitoring by SENCO Parents/staff to give feedback on the impact Use of data (formal/informal) at start on end of program of support	SENCO Pastoral TA	Termly (to allow for impact to be seen)
Total budgeted cost:					£1200

Additional Information:

We intend to do Case studies to evaluate effectiveness of spending and to identify future work needed. We aim to include a child from each of the following groups and covering different ages:

- SEN child
- Vulnerable (who attended and who did not attend school in lockdown)
- A child who was projected to be Greater Depth prior to lockdowns (Maths and English)
- A child who has engaged very little with Remote Learning

The case study children will be selected by the HT and SENCO.

The school will supplement the funding to ensure the actions can be undertaken where shortfalls in funding occur.

Progress with this Catch Up Premium spending strategy will be evaluated and fed back to governors at their termly meetings.

Miss S Fisher

Executive Headteacher

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