

Moulsham Infant School COVID catch-up premium report

At Moulsham Infant School we motivate and inspire children to succeed in an atmosphere that is happy, caring and stimulating. We aim for every child have a sense of belonging and feel safe and secure.

We promote curiosity and interest through our curriculum which is skills based and knowledge rich, encouraging creativity, leading children to question and investigate. We teach lifelong learning behaviours such as empathy, resilience, independence, curiosity and ambition so children can make a positive contribution to their community and wider society.

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	270	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21600		

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

This funding will be used for specific activities to support children to catch up for lost teaching over the previous months in line with the guidance on curriculum expectations for the next academic year and EEF- School Planning Guide 2020-1.

Accountability and monitoring

School leaders will account for how this money is being used.

'As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents'. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

STRATEGY STATEMENT

Aims of our catch up premium strategy:

- to raise the attainment of all pupils to close the gap created by COVID-19 school closures
- to reduce the attainment gap between disadvantaged children and their peers

Our proportion of disadvantaged pupils is 9.6% or 26 children in total

“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 recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Our core approaches:

Teaching

High quality teaching is the most important lever in schools to improve outcomes for their pupils.

Targeted Academic Support

There is a wealth of evidence supporting the impact of high-quality one to one or group teaching as a catch up strategy. Tuition delivered by qualified teachers and LSAs with high expertise is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Through assessing emotional and well-being needs as well as the ability to learn and academic needs will help children to achieve their potential.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Barriers to learning

CONSIDERATIONS FOR FUTURE ATTAINMENT (POST COVID)	
Academic barriers	
A	<p>Teaching</p> <p>Staffs need to develop a greater understanding of children’s mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.</p> <p>Home learning is quite limited and can be developed further during this academic year to improve access to learning at home for all pupils.</p>
B	<p>Targetted support</p> <p>To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.</p> <p>Some pupils may have had limited access to reading materials during the summer term and therefore, their reading levels may be lower than expected at the beginning of Autumn 2020</p>
C	<p>Wider Strategies</p> <p>Some pupils may struggle to settle back into school and class routines. They may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.</p> <p>Additional support in providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.</p>

Planned expenditure for current academic year

How we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
All staff to receive CPD in relationships and health education	Staff are better informed and have greater clarity about how to support children	Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to: DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	RSHE curriculum to be personalised for our school and link with other subject areas. The curriculum is spiralled and revisited throughout the children's education	RSHE subject leader	Termly
CPD provided for staff on the effective use of the new online learning platform - Google classroom Parents/carers are made aware of the platform and how it can support and develop and extend home learning. Y2 to trial homework in second half of Autumn term	The new platform is in place and staff, children and parents are able to use it effectively by Spring 2021 Home learning and communication with parents is enhanced	Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation	Families will engage with the school and will support their child at home through a variety of activities. This will help to ensure greater consistency of learning	Computing subject leader	January 2021

					Total budgeted cost:	
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?	
Reading, Writing and Maths assessments made in first six weeks of the Autumn term 2020 will identify children in need of further targeted support.	Pupils make accelerated progress in these key areas from their starting points. Majority of children to be at or above age related expectation by end of summer term 2021	Recovery curriculum planned for English and maths alongside a broad and balanced curriculum	Analysis of individual data e.g. ongoing assessments, work scrutinies will show that gaps have been filled and progress is being made.	Team leaders Assessment leader	Half termly pupil progress meetings	
Afternoon English and Maths Intervention and support initially with identified Y2 children. Baseline data from reading/phonics and maths assessments	Accelerated progress is made and literacy and maths skills are much improved	Sutton Trust research shows that individual/group intervention with highly qualified staff ensures effective progress and that high quality feedback is one of the most effective ways to improve attainment	Assessment leader will be responsible for monitoring, evaluating and reviewing interventions and measuring impact	Assessment leader	Half termly pupil progress meetings	

					Total budgeted cost:	£2769.49+ £11,639.49+ £137.28 =£14,546.26
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?	
To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond. To ensure that all children understand expectations and relationships between adults and children across school. To encourage all staff to access emotional well-being / behaviour training as it becomes available during 2020/2021	Improved self-motivation/attitudes to learning Children feel happy, safe and secure	Children have to be in the right emotional state in order to learn	CPD	Headteacher/SENCo	Half termly	

<p>Counsellor to continue her role within the school for any children who may be feeling vulnerable or have worries or emotional needs. Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.</p>	<p>Improved children's health and well-being</p> <p>Improved self-motivation/attitudes to learning</p> <p>Children feel happy, safe and secure</p>	<p>Individual counselling/play therapy enables children to overcome their personal barriers and therefore engage in their learning</p>	<p>Play therapy/counselling sessions</p>	<p>SENCo</p>	<p>Termly</p>
<p>Family support worker to continue her role within the school to engage with parents in a more informal way and to signpost relevant services.</p>	<p>Families will engage and communicate with school and will support at home through activities such as reading</p> <p>Attendance rate will be maintained or improve</p>	<p>Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation</p>	<p>Monitor, evaluate and review</p> <p>Checking of attendance records</p>	<p>Headteacher/SENCo</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					
<p>TOTAL BUDGETED COST: £14,546.26</p>					