

## Coronavirus Catch Up Premium Grant East Garforth Primary Academy 2020-21

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	275	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£18,720		

STRATEGY STATEMENT
<p><u>Key Priorities</u></p> <ol style="list-style-type: none"> <li>1. Ensure all children are attending regularly</li> <li>2. Ensure children are emotionally ready for learning</li> <li>3. Ensure high-quality teaching and learning across the school</li> <li>4. Ensure 'catch up' plans are taught to enable gaps to be closed</li> <li>5. Ensure all remote learning is not inhibited due to lack of technology or equipment available to them at home</li> </ol>

BARRIERS TO FUTURE ATTAINMENT	
<b>A</b>	Increased gaps in Reading, Writing and Maths for pupils who were unable to engage fully with home learning during lockdown.
<b>B</b>	Social, emotional and mental health needs of children exacerbated by circumstances of lockdown.

<b>C</b>	Increased gaps in learning for children who do not attend.
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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?
1. Ensure all children are attending regularly	School attendance is above 96% (not including Covid related absences)	EEF Evidence: 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. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Daily monitoring of attendance and liaise with parents/carers</li> <li>• Log Covid absence separately and closely track return to school dates</li> <li>• Work closely with EWO to ensure attendance is monitored</li> <li>• Share information with parents re. Risk Assessment</li> <li>• Provide additional support for families who are anxious about returning to school</li> </ul>	JR JW	Feb 8th



<p>2. Ensure children are emotionally ready for learning</p>	<p>Children settled into school and have adapted to school life and expectations. Staff are skilled and aware when recognising emotional needs of children. Children are able to focus on learning.</p>	<p>EEF Evidence: Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	<ul style="list-style-type: none"> <li>• Transition offered for EHCP and new starters.</li> <li>• The Thrive approach training is completed and used within regular staff training</li> <li>• Pastoral Officer available to meet the needs of specific children at particular times</li> <li>• Thrive Approach disseminated to staff during staff meetings</li> <li>• ADP to develop Thrive across the whole school</li> <li>• Staff all using CPOMs to log behaviour and emotional needs so that correct interventions can be offered.</li> <li>• Use of Cluster support for counselling, speech and language and parenting support.</li> <li>• Thrive assessment used for individuals</li> <li>• 1:1 Thrive sessions</li> <li>• PSHE sessions focused on mental health and wellbeing</li> <li>• Assemblies with a focus on health and wellbeing</li> </ul>	<p>JR RO</p>	<p>Feb 8th</p>
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<p>3. Ensure high-quality teaching and learning for all pupils</p>	<p>Children are fully engaged in their learning. Children are making accelerated progress from Sept 2020 baseline. Best practice is regularly shared and modelled between staff. NQTs will be supported and confident to deliver high quality teaching.</p>	<p>EEF Evidence: Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<ul style="list-style-type: none"> <li>• All children to have a broad and balance curriculum</li> <li>• Book-led curriculum adopted and evaluated</li> <li>• Standard of teaching and learning across the school monitored to ensure high standards</li> <li>• Team teaching, modelling and coaching provided as a package of support for NQT.</li> <li>• Trained mentor available to coach and support NQT as part of development programme.</li> <li>• CPD, delivered by the Trust, completed by all teachers on remote learning</li> <li>• Science CPD undertaken by all teachers</li> <li>• Curriculum CPD for all staff.</li> </ul>	<p>JR SD</p>	<p>Feb 8th</p>
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<p>4. Ensure 'catch up' plans are taught to enable gaps to be closed</p>	<p>Assessment is used confidently in order to teach efficiently to address specific gaps in children's knowledge and learning.</p> <p>Children are progressing well from their baseline assessments and specific targeted interventions are addressing other needs.</p> <p>Progress is carefully monitored and interventions are reviewed and evaluated after 4 weeks.</p>	<p>EEF Evidence:</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<ul style="list-style-type: none"> <li>• All children to take baseline assessments. Delta catch-up plans for R, W and M delivered to all year groups from 1-6.</li> <li>• Targeted catch up teaching for identified groups addressed by in class quality wave one and same day intervention within lessons.</li> <li>• Intervention teacher to deliver targeted remote interventions for Y5 and 6 in Autumn 2.</li> <li>• Intervention teacher to deliver remote intervention for Y4 – 6 in Spring 1.</li> <li>• Same day Phonics interventions provided for Y1 and 2 children.</li> <li>• Weekly phonics intervention for targeted Y3 pupils.</li> <li>• Access all staff training on delivering catch up planning to ensure confident and robust delivery by teachers and support staff.</li> <li>• RAG meetings to track progress of pupils</li> <li>• Phonics and reading interventions for Y1-3</li> </ul>	<p>JR SD ED TC CW</p>	<p>Feb 8th</p>
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<p>5. Ensure all children's remote learning is not inhibited due to lack of technology available to them at home</p>	<p>Children have access to the technology they need in order to engage in remote learning. All children are engaged fully in remote learning and are fully supported where technology has been identified as an issue.</p>	<p>EEF Evidence: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>	<ul style="list-style-type: none"> <li>• All staff to attend remote learning support training provided by Delta.</li> <li>• Staff meetings and time to train using the remote learning platforms: Class Dojo, Sway, Tapestry, Zoom.</li> <li>• Access to Trust wide support in the delivery of high-quality remote teaching and learning.</li> <li>• Support to access devices for any family who needs them.</li> <li>• Staff enabled with laptops to be able to deliver remote teaching.</li> <li>• Class Dojo and Tapestry being used effectively by teachers to support children where there are single isolation cases.</li> <li>• Provide individual home learning packs provided by school with headphones and stationery.</li> <li>• Feedback on learning is provided using Class Dojo.</li> <li>• Remote learning interventions are used.</li> </ul>	<p>JR Teachers</p>	<p>Feb 8th</p>
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<b>Total budgeted cost:</b>	18,720
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#### ADDITIONAL INFORMATION

EEF Evidence statements taken from:

[Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Covid-19-support-guide-for-schools.pdf)

