

**Coronavirus Catch Up Premium Grant**  
**Strand Primary Academy**  
2020-21

SUMMARY INFORMATION			
Total number of pupils:	137	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10960.00		
STRATEGY STATEMENT			



## **COVID 19 Catch-Up Premium and Curriculum Expectations 2020/21**

The EEF guidance suggests a 3-tiered approach:

### **1 Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **2 Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **3 Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

At Strand Primary Academy, we understand that during the Covid lockdown period children had very limited access to home learning. This was due to a number of reasons: limited access to technology and the internet, support accessing learning and no school online learning platform. We therefore have set our priorities as;

### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.



**SUMMARY INFORMATION**

**The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

**Catch up Programme** A carefully planned 4 week catch up programme to close the gaps missed due to COVID-19, focusing on core subjects.

**Remote education**

1. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
2. Develop remote education so that it is integrated into school curriculum planning.

**Tutoring/Group interventions**

To raise the attainment of ALL pupils to close gaps in knowledge that children created by COVID-19 school closures.

**Resources to support home learning**

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

**BARRIERS TO FUTURE ATTAINMENT AT STRAND PRIMARY ACADEMY**

<b>A</b>	A reduction in quality teaching due to shielding or Covid illness
<b>B</b>	Gaps in curriculum knowledge will be evident due to missed learning time
<b>C</b>	Insufficient reading at home during isolation periods of absence leading to a gaps in phonological awareness and fluency for children
<b>D</b>	Not all students can access online learning at home or resources to support this offer



<b>E</b>	Ensuring all pupils, but particularly our SEND pupils, are making social, emotional and academic progress following the lockdown period
<b>F</b>	Poor attendance - maintaining a high attendance % for all students is a priority – 96%+
<b>G</b>	Pupils adjusting to the new school routines and structures and concerns around anxiety and safeguarding issues following the lockdown period

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>A - Secure trusted and high-quality cover support to ensure consistency in teaching and learning ensuring the attainment of all pupils to close the gap created by COVID-19 school closures.</p>	<p>Targeted intervention groups          High quality teaching          Swift narrowing of learning gaps</p>	<p>High quality HLTA and TA's covering classes where possible in the event of a bubble closure or teacher absence.</p> <p>Consistent approach developed by staff in full receipt of up to date CPD linked to the curriculum and strategies in place.</p> <p>Children respond to set routines and familiar settings. Learning is more effective and purposeful</p>	<p>Regular monitoring.          Book looks, learning walks.</p> <p>SLT support for planning</p> <p>Release time for covering staff to provide PPA during longer periods of teacher absence</p>	<p>LS          KWh</p>	<p>Half termly</p>
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<p>B – DoL support in key priority areas of early reading, reading and maths. CPD and support for a high quality and robust 4 week catch-up curriculum implemented.</p> <p>New book-led curriculum started to ensure the curriculum remains broad and ambitious.</p>	<p>Catch up curriculum will ensure gaps in learning from lockdown are narrowed rapidly before embarking upon year group objectives.</p> <p>New curriculum will be rolled out establishing high expectations, engagement, interest and inspiration.</p>	<p>Providing up front training and follow on support.</p> <p>Implementing change in a logical, well-sequenced plan.</p>	<p>Subject leaders carry out robust monitoring.</p> <p>Clear training and CPD for all teachers on the catch-up programs and new curriculum.</p> <p>Coordinated approach and moderation in all local Delta primary academies when implementing the new curriculum.</p> <p>High expectations in books that all staff understand.</p>		
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<p>C -Fully trained Read write Inc. TA employed specifically for additional RWI catch up sessions and interventions</p> <p>DoL working within the academy to develop additional fluency intervention</p>	<p>Children in Year 1 and 2 achieving the phonics screening check</p> <p>Children in Year 3 achieving age related outcomes in phonics</p>	<p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains as they return to school full time, so assessment needs to be monitored—in a manageable fashion—over time.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time</p>	<p>Half termly assessments</p> <p>Weekly coaching sessions from Phonics lead</p> <p>Regular learning walks</p> <p>Timetable of TA support</p> <p>Recruitment of a part time teacher and quality supply support.</p> <p>This will reduce some class sizes and provide scope for small group interventions. Increase in teaching capacity. Ability to tailor support to those most needing it eg: Years 4 and 5. It will also provide release time to core subject leads to monitor and support in their areas to raise attainment and ensure coverage particularly of the catch-up curriculum</p>	<p>KWh</p> <p>LS</p>	<p>Half termly RWI assessments and every 3 weeks phonics screening assessments</p> <p>Half termly intervention assessments for fluency</p> <p>Year 2 and 6 Assessments weeks</p>
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		away from school and see positive gains for pupils.			



<p>D - Ensure all students in all years have a device and access to the internet at home. Ensuring access to technology is key, particularly for disadvantaged pupils. Remote learning packs</p>	<p>All students will have access to all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events. Learning will not be interrupted.  Staff will be expertly trained to deliver high quality remote learning.  Provide all children with the equipment needed to work effectively from home if needed  Designated Remote Learning lead</p>	<p>Providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. Ongoing changes to technology platforms may also mean that sustained teacher professional development is a necessity.  Multiple reviews identify the value of strategies that help pupils work independently with success. Research indicates that explicit modelling of independent learning strategies and guided practice is necessary – sway is ideal for this.  Supporting effective remote learning will mitigate the extent to which the gap widens</p>	<p>Ensuring school has a bank of devices ready to loan out.  Ensure all consents are completed prior to any lockdown eg: zoom and Seesaw.  Purchase of Seesaw and stationery packs.  DoL support  Online training package for all teachers and TAs  Regular inhouse and Delta supported CPD sessions  Peer interaction during remote learning eg: scavenger hunts, marking and peer reviews, chat functions.  Supporting pupils to work independently - sway  Using different approaches to remote learning.  Providing high quality recorded activities and feedback enables pupils to listen over again until embedded  Ordered resources through core  Organised packs for each bubble</p>	<p>LS/Kwh/EM  MH/AY SC  AY/SC  LS/LP/KWh  EMc/LS</p>	<p>Weekly during bubble closures  Weekly remote learning logs submitted by teachers to SLT  Termly orders  Reviewed after each bubble closure to refine practice</p>
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			Stock to replenish when packs returned after a bubble closure		
E – providing a package of support for all SEN pupils during remote learning, bespoke to their needs.	<p>SEN pupils will continue to access their EHCPs.</p> <p>Phase 2 children will have activities set at their levels.</p> <p>Purchase of Communicate in print apps - A computer-based writing tool to engage SEN and reluctant writers</p>	Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.	<p>Supervision from SENDCo</p> <p>Agreed activities/timetable for EHCP children during remote learning.</p> <p>Regular check in from CT and TA</p>	<p>SW</p> <p>RB</p> <p>LS</p>	Ongoing with each bubble closure

<p>E F – robust attendance monitoring and reporting. Swift action on any missed attendances.</p>	<p>Have at least 96% attendance</p>	<p>School leaders and teachers have made tremendous efforts to sustain communications and partnerships with parents and care givers during school closures. Close engagement during this challenging time is clearly crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher.</p>	<p>Weekly attendance meeting EWO services once a week Letters of concern issued where appropriate. All absences followed up swiftly Attendance data on website weekly High profile in-house attendance competition Regular communication with parents via newsletters and Seesaw. Report to governors</p>	<p>LS DN DF All staff</p>	<p>Weekly</p>
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<p>G – increased support from school counsellor</p> <p>A whole school approach to social, emotional and behavioural needs.</p> <p>NSPCC workshops for targeted Year groups</p>	<p>Pupils will be happy and enjoy coming to school.</p> <p>Pupils will know how to access support if needed.</p> <p>Pupils will develop a range of coping strategies.</p>	<p>Having additional counsellor hours will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p> <p>NSPCC – supporting children with anxiety linked to possible COVID lockdown experiences and developing strategies and resilience to enable them to cope throughout the pandemic</p>	<p>Additional fortis support to target a higher proportion of vulnerable children</p> <p>Actions logged on CPOMS and monitored by safeguarding team.</p> <p>Whole school Thrive approach</p> <p>Weekly feedback sessions to Home Pastoral Lead.</p> <p>Our approach is holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as thrive boxes, offer handy reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to</p>	<p>LS Fortis DN EP KWH</p>	<p>Weekly timescales for each programme</p> <p>Ongoing</p> <p>End of Spring 2 review</p>
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			school in the coming academic year		
<b>Total budgeted cost:</b>					10960.00

ADDITIONAL INFORMATION

