

High View Primary Learning Centre Catch up Plan

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	409	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,720		
STRATEGY STATEMENT			
<p>2.1 To ensure that effective catch up and early intervention strategies for reading allow pupils to make accelerated progress in order to meet end of year expectations.</p> <p>2.2 To ensure that effective catch up and early intervention strategies for writing allow pupils to make accelerated progress in order to meet end of year expectations.</p> <p>2.3 To ensure that effective catch up and early intervention strategies for maths allow pupils to make accelerated progress in order to master end of year, age related expectations.</p> <p>The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning throughout Autumn Term</p> <p>Working through well sequenced, purposeful learning schemes. For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose, Resources as our spine of learning</p> <p>Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p> <p>Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.</p> <p>Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.</p> <p>Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.</p> <p>Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p> <p><u>From Spring Term for those children that need additional intervention to ensure they catch up:</u></p> <p>Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.</p> <p>Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.</p> <p>Additional staff will be utilized for small group, 1;1 intensive intervention to support in the gaps for key pupils using the catch up premium to fund.</p> <p>The overall aims of your catch-up premium strategy, for example:</p> <ul style="list-style-type: none"> ○ To reduce the attainment gap between your disadvantaged pupils and their peers ○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures ○ To improve mental health and well-being of pupils based on recent events. 			

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:


A	Behaviours for learning in all areas and stamina hindering pupils making the rapid progress needed based on time outside of the classroom and interruptions of learning based on bubble closures and self-isolating.
B	Fine motor skills and writing stamina impacting on the presentation, formation and quality of sentence structure due to the remote learning tasks being the least completed task.
C	Gaps in the learning of maths based on the spring and summer term objectives having been taught remotely.

ADDITIONAL BARRIERS

External barriers:

D	Interruptions of learning based on bubble closures and self-isolating impacting on attendance in school from both pupils and staff.
E	External factors at home, unemployment, grief, anxieties of the situation impacting on well-being of pupils when in school.
F	Access to the support of remote learning and support at home.

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?
Develop effective feedback so that it redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	<p>* specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");</p> <p>*compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");</p> <p>*encourage and support further effort; be given sparingly so that it is meaningful.</p>	<p>- School has used the EEF guidance to look at the high impact low cost strategies. It is also important due to the Covid restrictions has on staff marking books and High View needed to look at a range of strategies to provide quality instant feedback top all pupils.</p> <p>Feedback</p> <p>High impact for very low cost, based on moderate evidence.</p> 	<p>- Map out the need of support and the most effective ways of providing immediate feedback.</p> <p>- Enable staff time to research and investigate the best ways to give feedback.</p> <p>- Staff to have time to share what is effective and support others to implement successful strategies.</p> <p>- Dedicated review time to share evidence in books, look at what is having most impact, discussion and analysis of the strategies and amend where necessary.</p>	SLT – Literacy, Maths, Reading and Curriculum Leads.	January 2021

To use a consistent approach to teaching and learning sequence based on the model of great teaching for the sequence of learning in all subjects.	<ul style="list-style-type: none"> - Staff having deep and fluent knowledge and flexible understanding of the content you are teaching - Developing learner motivation through feelings of competence, autonomy and relatedness. - Structure gives students an appropriate sequence of learning tasks; signaling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness. 	The leaders have used the Evidence Based Education Great teaching toolkit to research and implement the sequence to ensure quality wave one teaching. The overarching goal here is to help teachers take ownership of their professional learning and to help them enhance their practice for the benefit of students.	<ul style="list-style-type: none"> - CPD to ensure the sequence is clearly understood by all staff. - Support for the delivery, looking at previous year objective so all staff have an understanding of the previous objectives that may need to teaching based on loss of learning. - Monitoring of the sequence plans, lesson observation (Spring/Summer). - Phase meeting to discuss the implementation, challenges, supporting others. - Book scrutiny to ensure progress, clear evidence of the sequence. - Data analysis. 	SLT – Literacy, Maths, Reading and Curriculum Leads.	January 2021
CPD for Feedback strategies Team Teach (Spring/Summer Term) Cover costs. Handwriting Scheme Training CPD and resources.					Total budgeted cost: £500 £1200 £300
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>To provide small group tuition to disadvantage pupils to ensure they narrow the gap with a focus on Y2 and Y6 ready for key phase transition.</p>	<ul style="list-style-type: none"> - Targeted support for the disadvantaged pupils who have fallen back and not making the necessary progress in reading writing or maths. - Effective staff delivering quality wave one teaching and effective feedback to have most impact on progress. - Pupils will have targeted support that meets their needs to ensure rapid progress. 	<ul style="list-style-type: none"> - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. - Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. - Focus of need on a small group to close the gaps identified to ensure pupils are at ARE. 	<ul style="list-style-type: none"> - A baseline assessment will be carried out prior to the interventions. - Clear identification of need of the pupils. Clear objectives to be taught which will narrow their gaps in learning. - CPD to be provided for the adults to ensure quality feedback, questioning and engagement strategies utilized to ensure rigor and high expectations of the groups. - Weekly discussions with staff members to discuss the progress, plan, objectives and ensure it is meeting the needs of all pupils. 	<p>TS NS SH RD CG SO JB</p>	<p>February</p>
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<p>To provide 1:1 tuition for early reading through RWI catch up strategies,</p>	<ul style="list-style-type: none"> - Targeted support for our bottom 10% pupils and disadvantaged who need to catch up to being on Track for ARE in RWI programme. - Effective staff delivering quality 1:1 with the support of the Reading Leader and use of school development days. - Pupils will have targeted support that meets their needs to ensure rapid progress. 	<ul style="list-style-type: none"> - Evidence states that fostering a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension improves the reading of all pupils. - Having a secure, systematic, synthetic phonics programme taught from the beginning of reception provides the foundations to ensure every child is a reader by 7. - Creating opportunities for children to read and reread books that match the phonics stage taught ensures that reading is taught effectively. - Effective use of assessment to quickly pick up children falling behind and giving targeted support which RWI does rigorously ensure all pupils learning is matched to their ability. 	<ul style="list-style-type: none"> - A baseline assessment will be carried out prior to the interventions. - Clear identification of need of the pupils. Clear objectives to be taught which will narrow their gaps in learning. - CPD to be provided for the adults to ensure quality feedback, questioning and engagement strategies utilized to ensure rigor and high expectations of the groups. - Weekly discussions with staff members to discuss the progress, plan, objectives and ensure it is meeting the needs of all pupils. 	<p>NS SO JS JB RM SH</p>	<p>December 2020</p>
<p>Y6: 15 sessions for 4 pupils every day for 30 mins (3weeks duration) x2 Y2: 15 sessions for 4 pupils every day for 30 mins (3weeks duration) x2 Phonics: RWI Interventions based on Development days termly.</p>					<p>Total budgeted cost:</p> <p>£2,950 £2,950 £8,000</p>

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?
Provide every child with help and support to remove barriers to learning and provide an education that provides enjoyment, raises aspiration and results in excellence.	<ul style="list-style-type: none"> - This will enable all children to fulfil their potential and maximize their life chances. - To promote emotional wellbeing and mental health, including how to look after your own mental and physical health and support others. - To promote resilience amongst children and young people, families and communities, increasing protective factors and reducing risk factors. 	In England, the number of children and young people presenting with mental health difficulties has risen from 9.7% in 1999 to 11.2% in 2019, with this figure expected to grow in 2020 due to the effect of the Covid-19 pandemic. The NHS Long Term Plan has assigned £3.2bn additional funding for mental health, with a guarantee that funding for children and young people will accelerate ahead of wider mental health funding. The green paper 'Transforming children and young people's mental health provision' emphasises the need to improve mental health support in schools, shorter waiting times, and to review and improve outcomes.	<ul style="list-style-type: none"> - Through the Trust needs assessments pupils will be identified as having a need for the Intervention of social and emotional learning. - Pupils will have a baseline assessment of need and intervention tracker to track their progress. - CPD for all staff delivering the SEL learning. - Clear expected outcomes to monitor impact. - Monitoring of the interventions through the Well-being leaders. 	JW AM JH SR TS	Spring 2021

Provide the most in need of Art Therapy.	- Intensive support for well-being, supporting school and at home with strategies.	Art making can provide individuals with the opportunity to express themselves in creative and non-linear ways, which can deepen the client's experience of the self, offering potential for insight and ultimately personal healing.	- Regular meetings with parents and staff to discuss impact. - Art Therapist has regular supervision.	SR TS LM	January 2021
<div>Art Therapy</div> <div>Wellbeing Strategy</div> <div>Total budgeted cost:</div>					<div>£22,000</div> <div>£16,500</div>

TOTAL BUDGET:

£54,000