

SUMMARY INFORMATION			
Total number of pupils:	208	Amount of catch-up premium received per pupil:	£79.20
Total catch-up premium budget:	£16,480		

STRATEGY STATEMENT

The overall 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 your disadvantaged pupils and their peers

Our school catch-up priorities:

- To plan and deliver a ‘recovery’ curriculum which meets the needs both academic and personal of all pupils
- To plan and prepare an online learning program to minimize the impact of any future school closures on learning

Core Approaches

- Baselining of pupils on return to school Identification of key gaps in learning Identification of priorities for each year group
- Whole school agreement of Key Skills – not backtracking through the curriculum but a rigorous focus on appropriate planning of key skills
- Identification of vulnerable pupils and their starting points (this is beyond PPG children at SJTL)
- Staffing skill set matched to the needs of pupils
- Creation of additional support groups through identification of pupils where widening of the gap is evidenced
- Rigorous and continual assessment using our streamlined assessment procedure
- Focus on pupil mental health and wellbeing, additional pastoral support implemented for pupils and families
- Focus on the mental health and wellbeing of staff
- Developed a whole school strategy to include CPD and training to all staff to enable facilitation of on line learning – Google Classroom in KS2

Barriers to learning

Internal assessment

- gap between lower attaining pupils has widened
- internal data demonstrates lack of progress for the majority of pupils with vulnerable groups making less progress

Staff, pupil and parent consultation

- Feedback from staff/parents/carers suggest concerns regarding attainment, progress and mental health and wellbeing
- Mental health and wellbeing of all pupils especially during lockdown and self-isolation periods / shielding
- to ensure pupils needed to be ready to access the rigorous curriculum which has been streamlined alongside key skills

Attendance records

- A limited number of children who did not return to school in September – PAST support and referrals for small number

Guidance from experts

- Our school follows all DFE guidance and is guided by research driven local e.g. EEF, DFE, LCC linked to recovery and reopening

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Teaching team to effectively balance mental health and well-being of pupils along rigorous curriculum to facilitate catch-up
B	Assessment information – it takes time for teachers to address gaps in Maths and English – handover of information in September was largely out of date. School assessments need flexibility to identify unexpected good progress made in specific areas as using age related summary is insufficient
C	

ADDITIONAL BARRIERS

External barriers:

D	Access to remote learning
E	Parental concerns - Continued operation within pandemic – risk assessment / safety / shielding families. Parent partnership severely limited due to lack of face to face interactions which are, ordinarily, a major strength of this school. Concerns of additional catch-up learning approaches (i.e. extra sessions)
F	

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?
Additional staff / staff hours to facilitate increased targeted support	Enhanced pupil progress. Quality teaching and learning through rapid closing of the gap	<ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	Monitoring Assessment – specific key skills identified in Sept 2020 Teacher appraisals Process of review	GH HL	Half term assessment windows

CPD – All KS2	Effective delivery of online teaching methods using online platform (Google Classroom)	EEF Closing Gap EEF Support for Schools and Parents accessing online resources School evidence of engagement through online platforms – this is part of longer term school strategy which predates COVID	As above and evidence collected by teaching staff during online activity	LP GH	Half term assessment windows
Revise key skills for every year group to add specific data to age related statements	Focused assessment areas for all pupils defined as minimum expectation for each year group	EEF Closing Gap EEF's COVID-19 support guide for schools	As above Series of staff meeting and KS meeting Progressive documents for each year group linked to KS Rigorous appraisal discussions	GH HL LP	Ongoing – weekly planning should gather this to summarise each half term
Total budgeted cost:					£8,000
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?

Additional staff / staff hours to provide targeted support which adapts to needs of children focused on vulnerable groups support. High quality teaching and learning on individual and group basis (linked to provision map)	Enhanced pupil progress. Quality teaching and learning through rapid closing gaps	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools • School assessment tracker of key skills Reading, Writing and Maths 	Monitoring Assessment – linked to above Process of review Weekly review Provision map (SEND and Interventions)	GH HL LP	Half term assessment windows (due to nature of catch-up requirements this will need weekly discussions)
Total budgeted cost:					(linked to top section)
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?
Increase amount of IT equipment so that all children from Y2 to Y6 have their own device (CPD linked to this item)	Excellent provision of online learning in school and to support home learning	EEF Support for Schools and Parents accessing online resources	Monitoring Impact on pupil outcomes (assessment tracking) Teacher appraisal Provision Map -	GH LP	96 Chromebooks purchased Impact analysis to be completed each term (Y3 – Y6 now have one each)

Signpost to online training for parents via LCC network	Support parents and carers to access online learning platforms	Parental request Local research EEF Support for Schools and Parents accessing online resources		GH HL	
				Total budgeted cost:	£24,000

Additional Information

Attendance – School has robust systems in place to address attendance issues

Parental Concerns- All will be addressed as communication channels normalize and school attendance stabilises