

Coronavirus (COVID-19) Catch-up Premium Grant

Our school has received the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021. As required by the DfE here is a report on:

- how it is intended that the grant will be spent
- how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

We have used the [EEF COVID-19 Guide for Schools](#) to support the development of our catch-up plan.

Identifying Need

The DfE intend to provide £80 per pupil through the Catch-Up Premium Grant – which will mean a total of £15,640 for our school. The funding will be forwarded to schools over three terms.

The Leadership Team at Bures have used a range of assessments and evaluations to make decisions about priorities for this grant. These align with the plans already in place for spending our Pupil Premium Grant and the priorities identified within the School Improvement Plan.

Guidance from the DfE supports the prioritising of certain areas of the curriculum which is why our plan focuses particularly on the core subjects. “For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).”
Guidance for full opening: schools – DfE Updated 5th November 2020

Class teachers implemented ‘Cornerstones’ tests in reading and maths in September and used the results of these along with their ongoing formative assessment to identify where pupils may be struggling to reach age-related expectations as a result of enforced time away from school. The results from these tests have also enabled teachers to prioritise particular areas within core subjects where children may need further support.

As the term has progressed, it has become clear that some children are in need of extra support with their social and emotional development. This is a complex area and cannot necessarily be attributed solely to the impact of COVID-19 but it is important for us to address issues arising whatever their root cause.

We are mindful that our approach to support will need to be flexible and responsive to the changing circumstances we find ourselves facing. We therefore reserve the right to make adjustments to this plan as we continue to work towards our hope that we will be able to return to our usual full provision by Summer 2021.

Support Strategies

1. Teaching and Whole School Strategies

Action	Success Criteria / Assessing impact on Attainment
<p>Improving the quality of teaching</p> <ul style="list-style-type: none"> • High quality evidence informed CPD for all staff to secure more effective Quality First Teaching – linked closely to Performance Management Process • Effective formative assessment as a central point of Teaching and Learning • Continued development of the Maths Mastery approach 	<ul style="list-style-type: none"> • Learning walks, discussion with children and looking at their work will demonstrate improved outcomes for pupils • Regular performance management discussions with teachers will show that they are confident in improving the quality of teaching within their classrooms • Cornerstones Tests and statutory assessment will demonstrate that where gaps in learning have been identified children are making the necessary progress to catch-up
<p>Developing the Curriculum</p> <ul style="list-style-type: none"> • Subject Leaders given the time to provide support to implement our broad and engaging curriculum effectively. 	<ul style="list-style-type: none"> • Subject leader monitoring evidence will show that children are accessing the full curriculum by Summer 2021 • Learning walks, discussion with children and looking at their work will demonstrate the majority of pupils are back on track to achieve age-related expectations (ARE) across all subjects
<p>Implementing high quality remote learning</p> <ul style="list-style-type: none"> • Microsoft Teams' to be used as platform for remote learning. Clear Remote Learning Plan implemented to support pupils, parents and teachers • Access to high quality online reading materials for all pupils 	<ul style="list-style-type: none"> • Staff, pupils and parents are able to confidently deliver and access remote learning opportunities where necessary. • Discussion with pupils, evidence from the work they produce and outcomes from Cornerstones and statutory assessments will show children are on track to achieve age-related expectations in core subjects
Projected spending	£2,249

2. Targeted Academic Support Approaches

Action	Success Criteria / Assessing impact on Attainment
National Tutoring Programme <ul style="list-style-type: none"> Access National Tutoring Programme to support pupils – particularly vulnerable pupils – where appropriate 	<ul style="list-style-type: none"> Cornerstones Assessment data and gap analysis documents will evidence improved performance for pupils in receipt of individual or small group tutoring through the National Tutoring programme
Same day class intervention <ul style="list-style-type: none"> Additional Teacher Assistant Time to support same day in class interventions 	<ul style="list-style-type: none"> Pupils identified as working at below age-related expectations (Particularly those who may have been working at ARE before lockdown) will be working at ARE by July 2021
Catch-up Maths Interventions <ul style="list-style-type: none"> Early morning booster support in maths for Y6 and Y4 'Success@Arithmetic' Intervention – Y4 and 5 	<ul style="list-style-type: none"> Cornerstones assessments and statutory data will demonstrate improved performance for pupils taking part in booster activities.
Targeted Phonics Teaching <ul style="list-style-type: none"> Extra phonics sessions across Y1 and Y2 	<ul style="list-style-type: none"> Phonics assessments in both Y1 and Y2 (statutory and non-statutory) will show results that are slightly above 2019 national average of 82% by July 2021.
Projected spending	£7,391

3. Wider Strategies

Action	Success Criteria / Assessing impact on Attainment
<ul style="list-style-type: none"> Ensuring access to technology for our most vulnerable pupils 	<ul style="list-style-type: none"> All pupils will be able to access our full remote learning programme through the provision of devices and internet access should it become necessary
<ul style="list-style-type: none"> Emotional and mental health and well-being support from Family Support Practitioner and Emotional Literacy Support Assistant (ELSA) trained TAs for children and families who need it. 	<ul style="list-style-type: none"> 'Bounce' and Jigsaw Assessments toolkits will demonstrate improved outcomes for pupils identified as needing extra support.
<ul style="list-style-type: none"> Strong pastoral contact with home for vulnerable pupils to support home learning engagement 	<ul style="list-style-type: none"> Attendance figures will remain high for vulnerable pupils Records of remote learning will show that children from vulnerable families were accessing and engaging in activities provided for them.
Projected spending	£6,000