

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	97	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£2180 Autumn Term	Percentage of children PP, SPP or LAC	33%

Spending:

At The Fourlanesend, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils in the classroom and can be used to support home learning
- To pay for tutoring/ individual/paired/small group for disadvantaged pupils and others who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

STRATEGY STATEMENT

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The broad aims for “catch up” at Fourlanesend:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Fourlanesend is

(For all children)

- **Working through well sequenced, purposeful learning schemes.** In maths we follow White Rose across school. KS2 use the Cambridge textbooks for English. KS1 use Focus planning.
- **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.
- **Particular focus on early reading and phonics.** Additional phonics lessons to cover missed lessons have taken place alongside usual daily lessons.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers have and will work to identify gaps in learning and have adapted teaching where appropriate.
- **Time spent on mental health, wellbeing and social skills development.** All classes continue to promote Positive Me through the curriculum and some additional sessions.

(For some children)

- **Additional support and focus on basic core skills.** Tuition is being provided to those who need it by a teacher who has previously taught all of the children. Reading TAs are being used to give support to those struggling.
- **Interventions** These have been put in place across school to help bridge gaps.
- **Additional mental health support** This is being provided through Brighter Futures for those who require more targeted support.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some children did not access much home learning in one or more subjects and as a result are working below ARE
B	Some children have developed 'poor habits' – handwriting, spelling, grammar
C	Feedback to children varied dependent on their parents and carers interactions with the school throughout lockdown

ADDITIONAL BARRIERS

External barriers:

D	Lack of effective internet at home for many children and families due to our locality
E	Lack of exercise and healthy eating for some families
F	Emotional and mental health issues effecting families caused by significant lifestyle changes and loss of jobs

SECTION FROM THE SCHOOL DEVELOPMENT PLAN – As part of our drive to reduce the workload, we have not produced a separate action plan. Below is a section from our SDP which covers our Covid Catch Up. However it also is interwoven through the rest of the SDP.

Success Criteria -aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
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<p>6B The school (staff, children and governors) are ready to move onto Focus 7. Covid Catch up Barrier A, B, C, D, E and F</p>	<p>All children have been assessed and a baseline for each is recorded on DCPro All children and staff are emotionally ready take on board a broader curriculum Home learning is established securely and understood by parents for families who are isolating and local lockdowns.</p> <ul style="list-style-type: none"> A. Formative and summative assessments to be used to find out where children are academically. What 'gaps' they have and what the school need to put in place. Also see Focus 1 of SDP 1A, 1B and 1C: Focus 2 of SDP 2A, 2B and 2C B. Part of the assessments will include any 'poor habits' children have acquire which will hamper their progress and achievement. Also see Focus 1 of SDP: 1C. Focus 3 C. It is acknowledge that feedback the children received from teachers varied during lock down due to parents interactions. As part of the remote learning policy the school are to establish improved feedback although we do understand that this is still dependent of parental engagement, we are just trying to encourage this. Also see Focus 2 of SDP 2A and 2C D. Due to our locality many families struggled with a lack of internet access at home. We cannot change or improve this. Therefore when planning our remote learning we 	<p>RN</p>	<p>£2180 Autumn Term</p>	<p>All children are back 'on track' both academically and emotionally</p>	<ul style="list-style-type: none"> A) See evaluations in Focus 1 and 2. Evidence is also in place on DCPro for every child both formative and summative for the term. Assessments will take place in January for tracking purposes to see how the children have progressed through the Autumn Term to identify and further gaps – assessment would normally be July to Dec, this year it is October to end of January. B) See evaluations in Focus 1 and 3. Natalie Perry has been involved in providing tuition following assessments to 'plug gaps' and to deal with poor habits acquired by children during lockdown. She has worked with individuals, pairs and small groups with short achievable targets set by the teachers. She has kept records of everything covered. Following the progress made, groups have been assessed and new targets set. All interventions are recorded on DCPro C) See evaluations in Focus 2. When children are isolating the class teacher calls the parent at least 3 times in the week to deal with issues, give feedback and check on welfare. D) Remote learning is paper based and can be supported online, details of our remote learning are in our remote learning policy. We keep a record of remote learning and how well children have participated in it. E) 10% of children across school have visibly gained weight through lockdown. 2hrs PE in every class. Fruit encouraged across school. Cremyll and Plym additional active times during the day. Vegetables promoted
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	<p>ensure it was paper based.</p> <p>E. We have seen an increase in children return to school overweight. Our plan is to promote healthy eating and ensure all children access PE sessions and outdoor play as frequently as possible –continue the use of Saints every week and Joe Wicks.</p> <p>F. Please see Focus 4 as this covers this. We will also make sure families are supported too by signposting them to community support (hampers) and providing emotional/well-being support via Danny B. Also see Focus 3, Focus 4</p>				<p>at school dinners.</p> <p>F) See evaluations in Focus 4. All families in receipt of pupil premium are receiving a Coop voucher £15 per child per week.</p>
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