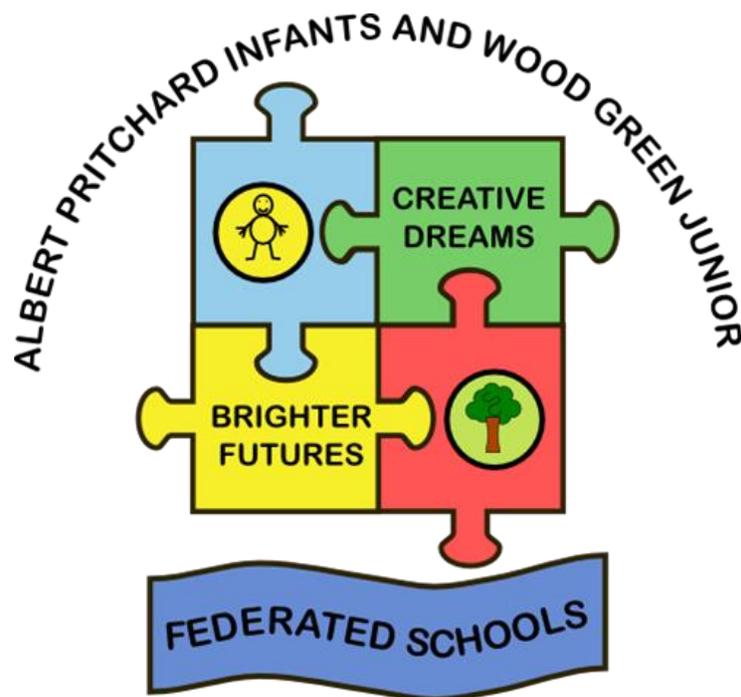


Albert Pritchard Infant School and Wood Green Junior Federated Schools



COVID-19 Catch-Up Premium Strategy and Report Albert Pritchard Infant School 2020 - 2021

SLG – Sept 2020
Updated: Dec 2020

COVID-19 catch-up premium strategy and report

The Covid 'Catch-up' premium 2020-21 provides schools with additional funding for pupils to support the catch up process due to the pandemic of Covid-19; where learning was significantly disrupted.

At Albert Pritchard Infants and Wood Green Junior federated schools the catch up premium grant is clearly identifiable within the school budget and the impact of interventions is monitored.

"As with all government funding, school leaders must be able to account for how this money is being used to achieve the national central goal of schools getting back on track and teaching a normal curriculum as quickly as possible." (23.9.20 'Catch-up' premium-gov.uk)

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	250	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,000		

STRATEGY STATEMENT
<p>At Albert Pritchard Infant School's we feel the areas for our catch-up priorities are:-</p> <ul style="list-style-type: none">○ Relationships○ Community○ Transparent curriculum○ Metacognition○ 'Space to be'
<p>At Albert Pritchard Infant School we will be implementing the following core approaches to contribute to helping pupils catch up missed learning</p> <ul style="list-style-type: none">○ One-to-one and small group work in English and mathematics delivered by teachers and support staff.○ High quality classroom provision for the teaching of reading and mathematics○ Online Reading (Oxford Reading buddy) and Mathematics programmes (MyMaths) to support class based activities as well as 'Google Classroom'○ Remote Home learning kits for every child to use at home if having to isolate or close a 'bubble'.○ Additional resources and curriculum enrichment opportunities.○ Personalised packs for use at home for SEND children to support class based learning but also to work through if having to isolate/close a bubble they are in.
<p>The overall aims of Albert Pritchard Infant School's catch-up premium strategy</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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Baseline assessment data shows significant gaps in knowledge in Reading, Writing and Maths (this is due to retention of knowledge and missed learning from the pupil's previous programme of study).
B	Baseline assessment data indicates that retention of knowledge within phonics has had a significant decline.
C	Missed transition for Nursery to Reception, Reception children new to our school, children entering Year 1 from Reception and children leaving the infant school and continuing their education in Year 3.

ADDITIONAL BARRIERS

External barriers:

D	<u>Attendance</u> - Some parents may be reluctant to send their children to school due to their own anxieties around Covid-19 or due to having medically vulnerable adults or children within the household leading to attendance being lower than expected in the Autumn term 2020.
E	<u>Staffing</u> - Some staff may have to self-isolate due to catching Covid-19 or living in a household with someone with Covid-19 and their class would have to be covered by a supply teacher, therefore this may disrupt the continuity of education and change of staffing may have an impact on pupil wellbeing, especially those who are already anxious.
F	<u>Access to equipment / technology</u> - Some children may not have access to a device for online learning, may not have a reliable wifi connection or may not have a quiet place to study and the materials (pens/pencils/paper) to do so.

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?
<p><u>Transparent curriculum</u></p> <p>Curriculum review and updating of Medium Term plans to account for missed learning.</p> <p>Catch up and push on lessons identified in English and Maths – timetabled every day.</p> <p>Personalised learning with identified recovery targets set for the children.</p> <p>Sessions on timetable for staff to complete additional catch up sessions based on outcomes from assessment data and objective analysis using our assessment tracking system.</p> <p>Transition activities on return to school.</p> <p>Promotion of a love of reading with set texts for year groups .</p> <p><u>Metacognition</u></p> <p>Helping children gain understanding of the way in which they learn.</p> <p>Promotion of growth mindset through activities completed and verbal feedback to the children.</p>	<p>Increase in reading ages</p> <p>Progress in core subject areas in assessment data, objective coverage and formative assessments.</p> <p>Question level analysis identified gaps in knowledge retention and coverage.</p> <p>75% of children to be working at age related expectations (ARE) by the end of the academic year. Minimum of 15% of children to make more than expected levels of progress.</p> <p>Lesson coverage to be tailored to the needs of the children through analysis of testing data and the corresponding analysis of this. Children received a curriculum that is suited to their needs.</p> <p>Coverage of missed curriculum objectives – identified on OTrack assessment system.</p>	<p>EEF Research</p> <p>DFE Research</p> <p>LA guidance</p> <p>SIA guidance</p> <p>Feedback from governors, staff and children</p>	<p>Staff training</p> <p>Question level analysis of summative data</p> <p>Analysis of formative data</p> <p>Analysis of summative data</p> <p>Pupil progress meetings</p> <p>Lesson observations and learning walks</p>	<p>English, Maths and Creative Curriculum leaders</p> <p>SLG</p>	<p>Termly</p>
Total budgeted cost:					

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><u>Recovery Interventions</u> Recovery intervention targets to be termly and shared with parents.</p> <p>All children to receive a minimum of a weekly 1:1 or very small group intervention delivered by a teacher or teaching assistant which are linked to the recovery intervention targets.</p> <p><u>Catch Up Lessons</u> Update Medium Term Plans to identify missed learning from previous programme of study</p> <p>Sessions on timetable for staff to complete additional catch up sessions based on outcomes from assessment data and objective analysis using our assessment tracking system.</p>	<p>75% of children to be working at age related expectations (ARE) by the end of the academic year. Minimum of 15% of children to make more than expected levels of progress. Improvement in reading ages. Coverage of missed curriculum objectives – identified on OTrack assessment system.</p>	<p>EEF Research DFE Research LA guidance SIA guidance Feedback from governors, staff and children</p>	<p>Staff training Question level analysis of summative data Analysis of formative data Analysis of summative data Pupil progress meetings Lesson observations and learning walks Monitoring of recovery intervention paper work Pupil discussions and feedback Feedback from staff</p>	<p>English and Maths leaders SLG</p>	<p>Termly</p>
Total budgeted cost:					

<u>Other approaches</u>					
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><u>Relationships</u></p> <p>Back to school induction – including revised information pack for parents and videos of classrooms and what school looks like prior to September start.</p> <p>Welcome back booklet for children to use through their initial 2 weeks at school</p> <p>Individual equipment / stationery packs for children to use.</p> <p>A range of PPE to be available to all staff.</p>	<p>Parents aware of key school procedures, drop off / collection points and what the school environment will look like. This to also help eliminate uncertainties / anxieties relating to going back to school for both pupils and their parents / carers.</p> <p>Reduction to the risk of cross contamination for staff and pupils as they will have access to their own equipment.</p>	<p>EEF Research DFE Research Staff feedback Pupil and parent feedback</p>	<p>Staff training Question level analysis of summative data Pupil progress meetings – wellbeing discussions. Lesson observations and learning walks Pupil discussions and feedback Feedback from staff</p>	<p>SLG</p>	<p>Termly</p>
Total budgeted cost:					

<u>Other approaches</u>					
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><u>Home Learning / Remote Education</u></p> <p>Development of a Remote / Home learning policy.</p> <p>Remote learning support kits to be purchased and sent home for each child including study books for English, Maths and Phonics exercise books, pencil and ruler. Activities for Early Years children and play dough to develop fine motor skills. Reception children to also receive a selection of study books.</p> <p>Personalised learning packs for SEND children.</p>	<p>75% of children to be working at age related expectations (ARE) by the end of the academic year. Minimum of 15% of children to make more than expected levels of progress.</p> <p>Staff aware of expectations for remote education</p> <p>Education can continue if impacted by self-isolation/bubble closure or other restrictions. If the children do not have access to a device alternative activities available to them. Study books / resources also used to supplement Google Classroom work.</p> <p>SEND children have access to a range of activities that meet their specific needs.</p> <p>95% or more families engaging with school on a daily basis.</p>	<p>EEF Research DFE Research Staff feedback Pupil and parent feedback</p>	<p>Staff training Question level analysis of summative data Pupil progress meetings – wellbeing discussions. Lesson observations and learning walks Pupil discussions and feedback Feedback from staff Planning monitoring of planning completed in the event of bubble closure or other local/national restrictions. Monitoring of levels of engagement with online learning activities. Monitoring of engagement with daily phone calls from school staff.</p>	<p>SLG and inclusion managers</p>	<p>Termly</p>
Total budgeted cost:					

MONITORING THE EFFECTIVENESS OF THE 'CATCH – UP' PREMIUM STRATEGY

Autumn Summary

Spring Summary

Summer Summary