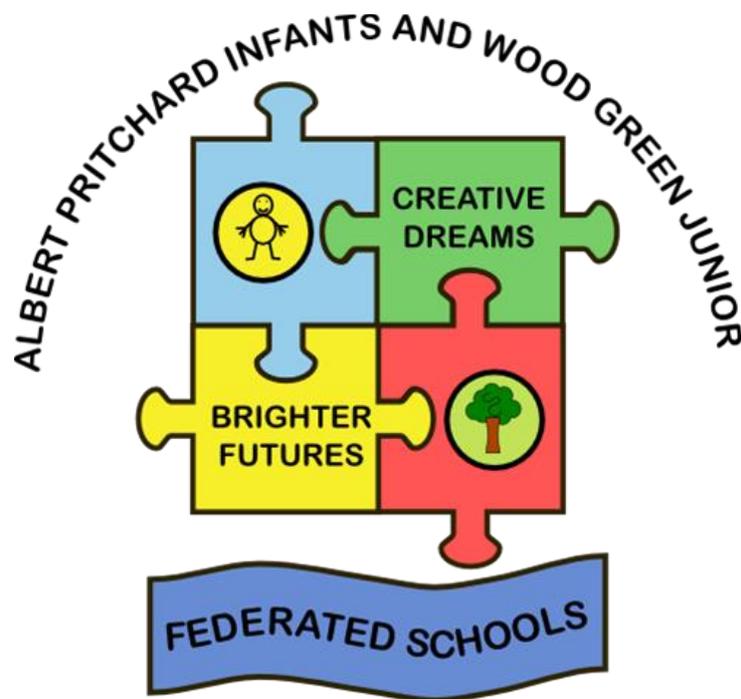


# Albert Pritchard Infant and Wood Green Junior Federated Schools



## COVID-19 catch-up premium Strategy & Report Wood Green Junior 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:	297	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23,760	Autumn Payment:	£5940

### STRATEGY STATEMENT

Strategies to meet the needs of the children comes from baseline assessment information, hard and soft data as well as research (principally from the findings of the EEF research). The school has assessed the individual needs of the children and spends the funding allocation on targeted support through:

- 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.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Some pupils may have had limited access to reading materials during the Spring and Summer term 2020 and therefore their reading ages/attainment and phonic knowledge (Y3) may be lower than expected at the beginning of Autumn term 2020
B	Some pupils may have had limited access to online learning provided during the Spring and Summer term 2020 or engagement may have been limited and therefore their reading, maths and writing attainment levels may be lower than expected at the beginning of the Autumn term 2020.
C	Some pupils may have engaged in online and home learning but not with the same stamina that would be expected in the classroom, therefore their attitude to learning and stamina for learning may be lower than expected at the beginning of the Autumn term 2020.

### ADDITIONAL BARRIERS

#### External barriers:

D	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	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	Some children may have to self-isolate due to catching Covid-19, living in a household with someone with Covid-19 or due to someone within their class bubble having Covid-19. Therefore, the continuity of education may be disrupted. If the child is ill, they may not be able to access home learning. 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>All leaders taking ownership of what needs to be trimmed down, covered through 'catch up session' and 'push on' sessions.</p> <p>Transitional activities</p> <p>Personalised learning</p> <p>More observations by all of the children learning and responding</p> <p>More physical activity</p> <p>Getting back a love of reading – school reading spine established and shared with the children</p> <p>Review what we do so no one is left behind – all staff and children involved at various levels and stages to support this process.</p> <p><u>Metacognition</u></p> <p>Helping the children understand the way in which they learn and how they can improve.</p> <p>Supporting the staff to 'think about thinking' in order to improve their own practice.</p>	<p><u>Intended Impact</u></p> <p>The impact of the interventions will be measured using a bank of evidence:</p> <p>Through the percentage age related objectives they have achieved at the end of each term.</p> <p>Through their reading ages.</p> <p>Through their progress in core subject area.</p> <p><u>Intended Outcomes</u></p> <p>75% Children will make rapid progress to bridge gaps in their learning and be working at age related levels by the end of the academic year.</p> <p>15% children will be making accelerated progress by the end of the year.</p> <p>10% of children will be making below expected progress due to barriers to learning.</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>Analysis of data – termly</p> <p>Observation of children</p> <p>School environment</p> <p>Planning monitoring</p> <p>Pupil progress meetings with staff</p> <p>Lesson observations/ Learning walks</p>	<p>SLG</p>	<p>Termly Review:</p> <p>Autumn 2020:</p> <p>Spring 2021:</p> <p>Summer 2021:</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></p> <p>Following baseline assessments, all children to receive 1:1 recovery interventions each week that are planned based on each child's personal gaps in their learning.</p>	<p><u>Intended Impact</u></p> <p>The impact of the interventions will be measured using a bank of evidence:</p> <p>Through the percentage age related objectives they have achieved at the end of each term.</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>Analysis of data – termly</p> <p>Observation of children</p> <p>School environment</p> <p>Planning monitoring</p> <p>Pupil progress meetings with staff</p> <p>Lesson observations/ Learning walks</p>	<p>SLG</p>	<p><u>Termly Review:</u></p> <p>Autumn 2020:</p> <p>Spring 2021:</p> <p>Summer 2021:</p>
<p><u>Catch Up Lessons</u></p> <p>Following baseline assessments all children will receive 'catch up' lessons. These will be planned around gaps in learning from the previous Programme of Study.</p>	<p>Through their reading ages.</p> <p>Through their progress in core subject area.</p> <p><u>Intended Outcomes</u></p> <p>75% Children will make rapid progress to bridge gaps in their learning and be working at age related levels by the end of the academic year.</p> <p>15% children will be making accelerated progress by the end of the year.</p> <p>10% of children will be making below expected progress due to barriers to learning.</p>				
				Total budgeted cost:	

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?
<p><u>Relationships</u> Putting emotional wellbeing first for everyone</p> <p>Our induction weeks and supporting materials for the parents as well as the children, videos of what the classrooms look like before restart.</p> <p>Information packs to guide parents through re-entry</p> <p>Welcome back booklets for the children Individual stationery packs for children and staff</p> <p>PPE available readily for staff</p>	<p>Children, parents and staff feel safe coming to school – attendance data in line with local and national data.</p> <p>Anxieties that children, parents and staff may have around the transmission of Covid-19 or what the school environment will look like are discussed and ease – children, parents and staff feel re-assured.</p> <p>Cross contamination risks for children and staff are reduced due to having their own personal equipment.</p>	<p>EEF Research DFE Research Staff feedback Pupil and parent feedback</p>	<p>Staff training Analysis of data – termly Observation of children School environment Planning monitoring Pupil progress meetings with staff Lesson observations/ Learning walks</p>	<p>SLG</p>	<p><u>Termly Review:</u> Autumn 2020:</p> <p>Spring 2021:</p> <p>Summer 2021:</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?
<p><u>Home Learning/ Remote Education</u></p> <p>Children/ staff prepared for if their bubble has to isolate/ local or national school closures. – Remote/Home Learning policy.</p> <p>Remote Home Learning Kits for each child containing English and Maths study books, English and Maths Exercise book, a pencil and a ruler.</p> <p>Personalised learning packs for SEND children.</p> <p>Staff training on Google Classroom All children re-issued with username and password for all of our online programmes (Google classroom, My Maths, Oxford Reading Buddy) for the new academic year. Use of all our programmes built in to every day classroom use.</p> <p>Loaning Devices – following the DFE scheme, applying for Chromebooks, identifying eligible children/families and loaning a device.</p>	<p><u>Intended Impact</u></p> <p>Children's education will continue with minimum disruption if they have to isolate or in the event of their bubble closing/ local or national school closures.</p> <p>Children able to engage with home learning either remotely or using the home learning text books.</p> <p>% of parents engaging with school on a daily basis above 95%</p> <p><u>Intended Outcomes</u></p> <p>75% Children will make rapid progress to bridge gaps in their learning and be working at age related levels by the end of the academic year.</p> <p>15% children will be making accelerated progress by the end of the year.</p> <p>10% of children will be making below expected progress due to barriers to learning.</p>	<p>EEF Research</p> <p>DFE Research</p> <p>Staff feedback</p> <p>Pupil and parent feedback</p>	<p>Staff training</p> <p>Analysis of data – termly</p> <p>Planning monitoring – for remote learning in the event of bubble closure.</p> <p>Pupil progress meetings with staff</p> <p>Monitoring engagement of online learning.</p> <p>Monitoring engagement of parents during daily calls from school staff.</p>	<p>SLG</p>	<p><u>Termly Review:</u></p> <p>Autumn 2020:</p> <p>Spring 2021:</p> <p>Summer 2021:</p>
Total budgeted cost:					

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

Autumn Summary

Spring Summary

Summer Summary