

Catch-up Premium at Sandfield Close Primary School 2020-2021

At Sandfield Close Primary School we will continue to ensure our children make as much progress from their current starting points. We are aware that the COVID-19 pandemic had wide reaching effects and our children and families have been affected.

“The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), and will only be available for 2020 to 2021.” Government Guidance, Coronavirus (COVID-19) catch-up premium

“Schools are asked to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.” Government Guidance, Coronavirus (COVID-19) catch-up premium

“The circumstances created by the Covid-19 pandemic are unique.” (p2, Education Endowment Fund- EEF) The Education Endowment Fund (EEF) produced a guide called: COVID-19 SUPPORT GUIDE FOR SCHOOLS, which the government has directed schools to refer to. “The guide has been compiled by drawing on a wide range of evidence from research and resources published by the Education Endowment Foundation.” (p3, EEF) “This short guide aims to provide evidence and signposts to additional resources that support” (p2, EEF) school leaders about what to prioritise in the next coming months as a result of school closures and the negative impact this has had on children’s learning and wellbeing.

At Sandfield Close, we will focus on developing teaching and learning using strategies from the three categories as outlined by EEF:

- Teaching and whole-school strategies
- Targeted support
- Wider strategies

School	Sandfield Close Primary School	Allocated Funding for Catch-Up	£29,390.00 Funds sent in 3 tranches within 2020-2021. 1/ 4 received.
Number on roll	366	Allocated funding (National Tutoring Programme)	Yet to be allocated
% eligible for Pupil Premium	14% (13.6) FSM 17% (16.6) PP		
Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing).			
1. Some children had regressed with their eating habits and were not eating lunch independently.			
2. Some children had regressed with their toileting habits and we had an increase in children soiling themselves.			
3. Some children put on weight.			
4. Children had regressed in their ability to speak in complete sentences initially.			
5. Children had regressed in their ability to write coherent sentences.			
6. Gaps in the curriculum identified by staff.			
7. Curriculum heavily weighted to address gaps in speaking and listening, reading, writing and maths.			
8. Preparing the school for home learning if a child needs to isolate and the rest of the class are in school.			
9. Continuing to ensure all children can access online learning at home by phoning individual parents and offering support.			
10. Monitoring our children with SEND.			
11. Developing staff understanding of teaching and learning strategies within the 'new norm'.			
12. Monitoring health & wellbeing of those children at home self-isolating.			
13. Maintaining monitoring of high attendance % for all children remains a priority.			
14. SMB ensure staggered timetables for all year groups are in place and minimise disruptions to teaching and learning.			
15. All staff monitoring the wellbeing of children in all classes, including monitoring their adjustment to new school routines, timetables and structures.			
16. Continual monitoring of parental engagement within a new 'remote' period.			
17. Staff CPD re online learning and systems reviewed and developed through creating a stronger IT infrastructure.			
18. Children with FSM (50/366 = 14% (13.6)) & PP (61/366 = 16.6 = 17%) continually monitored by all staff to ensure gaps in learning are being addressed.			
19. Parents having remote access to staff to support transition.			

<u>Teaching and whole school strategies</u>			
Year Group	Actions	Intended Impact	Cost
R- Y6	19: Transition support: Children were given remote access to their new class teachers through Google Classroom in July 2020.	All children and parents given access through Google Classroom and Google Meet to meet with their new class teachers to support transition in new 'remote' period.	
R	19: Transition support: Children new to SCPS in Reception were given remote access to their new class teachers through Google Classroom in July 2020.	All children and parents of children in Reception new to SCPS given access through Google Classroom and Google Meet to meet with their new class teachers to support transition in new 'remote' period.	
SBM R- Y6	14: Transition support: SMB ensure staggered timetables for all year groups are in place and minimise disruptions to teaching and learning.	Staggered timetables ensure risk assessments are met, children and staff are safe and school remains open for children to optimise learning. All staff at Sandfield strive to ensure no children miss learning time.	
R- Y6	4, 5, 6,7,10,11,18: Support great teaching: INSET in August based on work by John Hattie	To continue to provide staff professional development with evidence based research regarding teaching and learning and effect size post national disaster. SIP shared with staff based on 'triage, diagnose and heal'.	Existing school budget allocation
R- Y6 SEND Lead PE coach	Transition support: 1, 2,3,15: Supporting children's social, emotional and behavioural needs. Two week period spent on MHWB and SEMH activities to support children's return to school.	Children's social, emotional, mental health, wellbeing and behavioural needs addressed in the first two weeks to support children with sharing their feelings regarding lockdown, their fears and developing positive thought regarding lockdown and looking ahead. To ease transition from home to school and to address children's MHWB needs. Staff developing SIP based on 'triage, diagnose and heal'.	

		<p>Staff monitored children’s wellbeing on a scale so that SEND lead can provide extra support to those children who need it.</p> <p>All children come to school in their PE kit on PE days and spend a lot of time outside doing PE.</p>	
R- Y6	4, 5, 6,7,10,11,18: Support great teaching: CPD based on narrowing the gaps in reading, writing and maths in the Autumn term	To continue to provide staff professional development with evidence based research to narrow the gaps in reading, writing and maths in the Autumn term and prioritising core subjects.	Existing school budget allocation
R- Y6	4, 5, 6,7,10,11,18: Support great teaching: Pupil Assessment and feedback: Digital books on myON training and cost for package. Use of digital books to support staff teaching reading in school and for children to have access to book at home and projects linked to books.	<p>Staff CPD on using digital books to teach reading within the new dynamic of social distancing and use of resources to maintain safety to minimise risks.</p> <p>Staff given access to resources to enable them to ‘triage, diagnose and heal’ gaps in learning in reading.</p> <p>Children to have access to 5,000 books at home – in essence a home library.</p> <p>To improve levels of reading within the parameter of Leicester being in lockdown.</p>	Existing school budget allocation
Y2 –Y6	4, 5, 6,7,10,11,18: Pupil Assessment and feedback: Staff in Y2 to Y6 assessed children in maths using MNP papers and used INSIGHTS to support diagnosis of gaps in learning.	Staff ‘triaging, diagnosing and healing’ gaps in learning in maths.	Existing school budget allocation
SC,DG, SO, SV, JL, AB	4, 5, 6,7,10,11,18: Support great teaching: Key staff from each year group worked with DHT on maths models and images and manipulatives needed to ensure children address gaps in learning in maths	Staff working alongside DHT to ‘triage, diagnose and heal’ gaps in learning in in maths by working through MNP schemes of work and prioritising lessons and working with NCETM Mathematics Guidance for KS1 & 2 .	Existing school budget allocation

R- Y6	4, 5, 6,7,10,11,18: Support great teaching: Pupil Assessment and feedback: IT infrastructure Teachers able to use teaching apps to support gaps in learning, for example, MNP visualiser & Numberline have models and images and manipulatives to support teaching and learning in maths	Staff given the IT resources and training to use IT effectively to support high quality teaching and learning. Staff are able to use Apps to support assessment and feedback to demonstrate high quality teaching and learning within a new socially distanced structure in classes. Setting up of DFE laptops.	£6309.96 Existing school budget allocation £970.89
		Sub- Total Cost Allocated cost from Catch-Up	£7280.85

Targeted Strategies

Year Group	Actions	Intended Impact	Cost
R- Y6	4, 5, 6,7,10,11,18: One to one and small group tuition: All year groups to direct small groups of children or 1-1 to work with an adult towards narrowing the gap in knowledge and learning, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Staff continually assess children's needs in core subjects and direct resources to support children working in small groups or 1-1.	Existing school budget allocation
R- Y6	4, 5, 6,7,10,11,18: One to one and small group tuition: Some children with PP have had 1-1 or work in small groups for interventions in reading, writing or maths.	Staff continually assess children with PP needs in core subjects and direct resources to support children working in small groups or 1-1.	Existing school budget allocation
Y2- Y6 DHT SBM IT support	4, 5, 6,7,10,11,18: Intervention programmes: In order to support pupils who have fallen behind furthest, structured small group interventions were put into place. A particular focus for interventions is on reading, writing and mathematics. Programmes are likely to have the greatest impact where they meet a specific need, such as aspects of reading, include regular sessions maintained over a sustained period and	Staff to continually assess children's needs in core subjects and identify those children working below Age Related Expectations. Staff identify 8 children to receive small group remote teaching from a class teacher for ½ a day a week. This small group to include children with PP.	Existing school budget allocation plus £22,000

	are carefully timetabled to enable consistent delivery. A designated member of staff delivers remote interventions for reading, writing and maths to small groups of children from Year 2 through to Year 6 via Google Classroom.	<p>A designated member of staff liaises with all staff so that interventions are linked to developing core subject areas in line with our curriculum plans.</p> <p>IT suite repurposed for remote intervention groups and IT updated to ensure compatibility with Google Classroom and Google Meet.</p> <p>Risk assessment updated to reflect children accessing shared resources that have been cleaned per class and bubble use.</p>	
		Sub-Total Cost Allocated cost from Catch-Up	£22,000
Wider Strategies			
Year Group	Actions	Intended Impact	Cost
Parents of children in R- Y6	16: Supporting parents and carers: Website was populated with helpful resources to support children's and parents MHWB.	Provide extra support for parents for their MHWB via the website.	
Parents of children in R- Y6 DHT School office team.	8,9: Supporting parents and carers: Parents supported to join Google Classroom and Google Meet over the phone during Lockdown. Post lockdown support provided for those parents who did not manage to join Google Classroom for this academic year.	<p>Parents enabled to support their children through having access to remote platform called Google Classroom for homework.</p> <p>Parents enabled to support their children through having access to remote platform called Google Classroom and Google Meet for remote teaching should a bubble be closed.</p> <p>Children have remote access to their teachers for homework.</p> <p>Children have remote access to their teachers for live lessons should a bubble close.</p>	

Parents of children in R- Y6 SBM City Catering Team	12: Supporting parents and carers: Care packages were collected from school during the Autumn term for those children receiving Pupil Premium.	All children with PP given care packages to support HWB.	
SBM DHT All staff	16: Supporting parents and carers: Parents given access to remote parent meetings by the school setting up a remote system.	Parents have updates on children's learning via remote parents evening on remote platform.	Existing school budget allocation
SLT for R – Y6	12: Access to technology: School leaders and staff undertook wellbeing checks for children every morning when a class was self-isolating through Google Meet.	All children's MHWB assessed daily through Google Meet during partial school closure due to a bubble self-isolating.	
SBM	17: Access to technology: Staff scrutiny of laptops to ensure all staff could access Google Classroom and Meet should they need to self-isolate.	All staff have the IT equipment to communicate and teach live lessons should a bubble close. All staff have the IT equipment to communicate with children through Google Classroom to respond and monitor homework to support teaching and learning.	£717.60
All Staff	17: Access to technology: Staff equipped with IT equipment to support teaching and learning in school and out of school.	All staff have the IT equipment to communicate and teach live lessons should a bubble close. All staff have access to quality apps to support high teaching and learning in school and for use should a bubble close.	(£6309.96 accounted for above in the teaching and whole school strategies section)
HT All Staff	1,2,3,15: Supporting pupils' social, emotional and behavioural needs: CPOMS categories adjusted to reflect the needs of children and parents during and post lockdown.	HT create new categories to reflect the needs of children post lockdown. Staff to monitor children's needs and record on CPOMS so staff and SLT can best support children and parents.	
All Staff from R to Y6 SEND Lead	1,2,3,15: Supporting pupils' social, emotional and behavioural needs:	Children's social, emotional, mental health, wellbeing and behavioural needs addressed in the	

PE coach	Two week period spent on MHWB and SEMH activities to support children's return to school.	<p>first two weeks to support children with sharing their feelings regarding lockdown, their fears and developing positive thought regarding lockdown and looking ahead. To ease transition from home to school and to address children's MHWB needs.</p> <p>Staff developing SIP based on 'triage, diagnose and heal'.</p> <p>Staff monitored children's wellbeing on a scale so that SEND lead can provide extra support to those children who need it.</p> <p>All children come to school in their PE kit on PE days and spend a lot of time outside doing PE.</p>	
Attendance Officer	13: Supporting pupils' social, emotional and behavioural needs: Attendance officer maintains monitoring of high attendance % for all children as this remains a priority.	Increased attendance as every day in school counts to learning and to avoid any further gaps in learning.	
		Sub-Total Cost Allocated cost from Catch-Up	£717.60
		Total overall spending	£29,998.45
		Total Allocation	£29,390.00

Summary Catch-Up Premium Allocation	
Strategy	Cost
Teaching and whole school strategies	£7,280.85
Targeted Strategies	£22,000
Wider Strategies	£717.60
Total	£29,998.45
Allocation	£29,390.00