Sedlescombe Church of England Primary School
COVID-19 Catch-Up P Funding 2020-2021

Our vision statement Learning, Loving, and Growing Together with God inspires and informs everything that we do for our pupils and our community. We are committed to providing children qith high qualiy learning experiences ina loving and nurturing environment so that every child can achieve their God-given potential.

"Children from disadvantaged backgrounds are likely to have been more affected particularly by school closures and may need more to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some form of support will be particularly beneficial to disadvantaged." (Covid-19 Support Guide for Schools – June 2020)

COVID-19 Catch-Up Pupil Premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	200	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£16,000	Proportion of disadvantaged pupils	19%
SCHOOL CONTEXT			

The Key
for School Leaders

The majority of work set during the first lockdown from March 2020 to July 2020 was set on the school website and then moved to an online portal (Tapestry). Whilst the work was set on the school website children had to e-mail their learning in to the class teacher separately to where the work was set. This meant that not all children who were accessing the learning were submitting their learning so it is hard to assess how many children were fully accessing the remote learning.

Once learning moved to Tapestry there was much better engagement in the remote learning as children and parents could submit children's learning and ask questions about the learning more easily. This was how all remote learning was posted and submitted during the lockdown from January to March. This allowed much better tracking of pupil engagement. The percentage of pupils accessing the remote learning is given in the table opposite.

As many of our pupil premium children were invited to attend school during lockdown engagement was generally good and in line with non-disadvantaged children. Disadvantaged children were also invited into school, but some attended on a part-time basis so there was good engagement for some of the time. Attendance in school supported our disadvantaged pupils both academically and emotionally.

To support children's emotional well-being In July 2020 all children who were not able to return to school were invited in to attend a goodbye day with their current class teacher and a hello day with their new class teacher. It was felt that this was essential in supporting children to have a positive end to a difficult year and feel ready for the next step in their school journey. This was greatly appreciated by children and parents. The children expressed that they felt more confident returning to school in September having met their new class teacher in July.

	% Accessing	
	Always	Sometimes
School	66%	93%
D	50%	93%
PP	63%	100%
YR	79%	92%
Y1	89%	96%
Y2	59%	97%
Y3	74%	94%
Y4	76%	80%
Y5	63%	93%
Y6	93%	97%

The school did not run any catch-up interventions over the summer holidays as all staff had been on rota through all of the previous holidays and as school leaders we believed that staff needed this time for their own well-being and in order to be able to return to school in September feeling prepared and refreshed.

In September children returned to school well and school was open to all pupils from the first day of term. Overall attendance for term 1 was 96.7%. It was decided that no assessments of the children would be undertaken in the first two weeks back at school, but instead the focus would be on well-being and to support the children with settling back into school life. Following this all classes undertook formative and summative assessments to ensure that all teachers understood their children's starting points and gaps in learning so could better plan for whole class provision and catch-up programmes and 1:1 interventions. This created a very good school baseline.

STRATEGY STATEMENT

The Education Endowment Fund (EEF) has provided guidance around successful strategies to support schools in ensuring good pupil progress and to support children to catch up. It is these approaches which will be underpinning our approach:

Teaching

- Great teaching is the most important lever schools have to improve outcomes for their pupils.

Pupil Assessment and Feedback

- Assessment information can help teachers to determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Targeted Academic Support

- There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by a qualified teacher is likely to have the biggest impact.

Wider Support

- Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Our School Priorities are:

- To ensure that pupils' gaps and barriers are identified and addressed.
- To maintain pupil engagement and support pupils' well-being.
- To prioritise children's reading skills so that they are at least in line with ARE.
- To ensure that pupils make accelerated progress from accurately identified starting points.
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To maintain parental engagement with children's learning.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	A dip in reading levels due to less access to books and missed phonics learning during lockdown. Poor reading levels will impact on learning across the curriculum.
B	Most children completed fewer writing tasks during remote learning and writing completed may not have been to the same standard as writing tasks completed in school. This has impacted on standards in writing.
C	Gaps in mathematical understanding as not all children will have accessed learning in maths during remote learning. Gaps need to be addressed so as not to impact on future learning.
D	Security of assessments across year groups.

ADDITIONAL BARRIERS	
External barriers:	
E	Attendance of vulnerable pupils and children with vulnerable family members due to concerns about safety.
F	Engagement with remote learning and blended learning.

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?**
Increase staff confidence in teaching English using the our whole school SSIF rich text approach.	Children receive high quality teaching of writing based on quality texts. Pupils make at least good progress in writing.	Quality first teaching has the greatest impact on pupil outcomes. The SSIF has greatly improved writing outcomes for all pupils in the classes where the approach has been fully implemented.	Twilight staff meetings to go over the key elements of the approach. English leader to have planning sessions with individual teachers to ensure that the approach is being implemented accurately.	English Subject Leader	Termly
Establish a rigorous post lockdown assessment cycle	Teachers know children's gaps in knowledge and skills and adapt planning to address these. Pupils make at least good progress.	Children will only be able to make good and accelerated progress if their gaps are identified through gap analysis and then addressed through high quality teaching.	Assessment cycle and protocols shared with staff and identified gaps discussed at pupil progress meetings.	Headteacher	Termly
				Total budgeted cost:	**£0.00**

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?**
Teaching assistants to work additional afternoons in Y2 to Y4 to deliver catch-up sessions planned by the teacher in maths and English and to deliver Lexia intervention.	Accurate assessment allows for quick identification of learning gaps and these can be addressed by the TA straight away. Interventions support catch-up in maths and English including phonics. Children make at least good progress.	Teachers know children's gaps and can best plan for the interventions. Teaching assistants know the children and are supporting them in their daily learning. Teaching assistants can support in the transition of learning in the catch-up sessions to class based learning so that learning is embedded and applied. Focused intervention will allow quicker catch-up.	Class teachers will identify gaps and which children need which interventions to support in catch-up. Teaching assistants will be working alongside their base class as they have existing strong relationships with the children. Inclusion Leader will monitor quality and effectiveness of catch-up sessions. Regular intervention with the same person is more likely to deliver rapid progress.	Class Teachers & Inclusion Leader	Termly
Purchase 3 year Lexia Subscription	In reading pupils make good progress in their ability to decode, in their automaticity and fluency. Gaps in reading are addressed and children make at least good progress.	Research shows that Lexia improves reading ability and reading outcomes. Mastering the core reading skills is key to children's attainment across the curriculum. Improve children's reading and attainment is likely to improve in other areas. Reading is key to closing the gap between disadvantaged and non-disadvantaged children. Use of technology can support motivation and engagement.	Teaching assistants employed for additional hours to support with the daily intervention & given training. Additional laptops available for children to access the daily intervention. Parents aware of the intervention and how they can support at home. Monitoring of pupils outcomes to evaluate its impact and effectiveness in addressing gaps in reading.	Deputy Headteacher & Inclusion Leader	6 weekly assessment check

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Purchase 1 year Number Sense Subscription	Improved ARE in maths.	Number Sense improves children's fact fluency. With improved fact fluency children free up working memory to be able to access higher order learning in maths and improve outcomes. A structured approach with a daily lesson taught by the class teacher (similar to phonics) Can be used as an intervention in key Stage 2 to address prior gaps in learning.	Staff training delivered by maths fluency experts. Access to continued CPD and support. Lesson observations and maths learning walks. Tracking outcomes in maths and improvements in known number facts.	Maths Leader	Termly
Purchase 1 year Spelling Shed Subscription	Improved spelling outcomes as part of focus in improving writing outcomes.	Scheme assessed as delivering improvements in spelling. Use of technology can support motivation and engagement. Can be linked to existing spelling scheme. Can be used to deliver 1:1 and small group spelling catch-up sessions.	Staff training and support to use the program with small groups and as an intervention.	Spelling Lead	Termly
				Total budgeted cost:	**£14,989**

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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?**
Buy package that allows for online parents' evenings. **Share learning in school with parents remotely on Tapestry weekly.**	Maintain parent engagement in children's learning so that parents can support with children's learning at home. Parents can talk to children about their learning. Parents understand about their child's gaps in learning. Children make at least good progress.	Children make greater progress when learning is reinforced at home and children can access their interventions at home and school e.g. Lexia and Spelling Shed. Parents will know what their children are learning about at school and can have discussions with children about their learning which will enhance speaking and listening skills.	Research online parent's evening packages and seek information from other local schools. Staff training and clear protocols for communicating during online parents' meetings. Clear expectations of what teachers need to post in their weekly update to parents on Tapestry. Monitoring of weekly posts for quality and to ensure that all classes are fulfilling this expectation.	Headteacher	Annually in July
				Total budgeted cost:	**£400**

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