



Athersley South Primary School COVID Catch-up Premium Report



SUMMARY INFORMATION

Total number of pupils:	280	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£22,400		

STRATEGY STATEMENT

The impact of Covid on teaching and learning cannot be underestimated and as such, as a school, we have considered the adaptations that will be required as a school in 2020-21 to support our pupils moving forwards. We are clear that it is essential that we consider and accommodate the following:

- 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. Additional interventions, small group and 1:1 work will be required to narrow gaps.
- Focus on early language and transition from home to school. Many pupils did not access their usual pre-school provision and will have had limited experiences and exposure to other pupils and/or adults.
- Focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop pupils' reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many pupils will have not been in formal school setting for a number of months

Catch-up priorities

- Ensure that every pupil's mental health is in a good place to ensure that they can be successful learners.
- Ensure pupils in EYFS have the necessary language skills to access learning effectively.
- Ensure that the majority of pupils pass the PSC at the end of Year 1 (and retakes in Year 2) and become competent readers.
- Ensure that gaps in learning across school are identified and addressed effectively.

The overall aims of the Catch-up Premium Strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To ensure every pupil feels confident and successful as a person and therefore can be a confident and successful learner.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor communication and language skills on entry to school for the F1 and FS2 pupils, likely increased as a result of limited access to Early Years settings during lockdown.
B	KS1 attainment and achievement ~ in particular Early Reading/Phonics.
C	Poor mental health impacting on pupil's ability to learn.
D	Gaps created by Covid with Spring/Summer 2020 objectives taught remotely and the impact of self-isolation periods.

ADDITIONAL BARRIERS

External barriers:

E	Interruptions of learning based on bubble closures and self-isolating impacting on attendance in school from both pupils and staff.
F	External factors at home, unemployment, grief, anxieties of the situation impacting on well-being of pupils when in school as well as families involved with outside agencies.
G	Low attendance of vulnerable pupils and disadvantaged pupils
H	Providing pupils with access to technology if home learning has to take place and ensuring engagement.

Planned expenditure for current academic year

Specific 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>Barrier A, D</p> <ul style="list-style-type: none"> • Training and Support to enable staff to deliver the NELI programme in EYFS from Spring 2021 • Additional member of staff to facilitate NELI delivery 	<ul style="list-style-type: none"> • Gaps in language and vocabulary will be identified and addressed • Pupils will develop their listening skills • Pupils are able to articulate their needs • Pupils are able to develop their reading and writing skills 	<ul style="list-style-type: none"> • On entry assessments of language and communication skills • Historical on-entry data and EYFS outcomes this as an area of concern 	<ul style="list-style-type: none"> • Working in collaboration with the NELI project • Providing all staff with CPD to support direct delivery of the NELI programme and promotion of key tools within daily and targeted EYFS provision • Additional member of staff to safeguard delivery of NELI 	JP & SR	<p>*Termly Assessment data and Pupil Progress Meetings</p> <p>*Assessment points in NELI project – on entry/exit from intervention</p> <p>Cost £3,583.00 (2 terms, 10 hours per week)</p>

<p>Barrier B, D, E, G</p> <ul style="list-style-type: none"> English Hub Partnership incorporating RWI Providing all staff delivering the SSP programme with CPD Additional Member of staff in KS1 (am) to facilitate small, targeted RWI groups and maths (Autumn term). Reviewed – to continue to Easter. 1-1 RWI coaching with identified pupils to narrow the gap RWI Online package to support home learning 	<ul style="list-style-type: none"> 80% or above of pupils in Year 1 pass the phonics screening check in June 2021 80% or above of pupils in Year 2 pass the phonics screening check in Autumn 2020 Pupils are competent readers as they leave KS1 	<ul style="list-style-type: none"> Historical phonics data Gap between school and national Curriculum focus – Early reading/phonics In the event of a bubble closure, the online package will facilitate bespoke teaching sessions for RWI groups 	<ul style="list-style-type: none"> 6 weekly data collection for English Hub and RWI Working alongside allocated Literacy Specialist (LS) RWI development days and support from RWI consultant (DS) CPD offered by English Hub and RWI directly Utilise online resources during bubble closures/lockdown 	<p>RT</p>	<ul style="list-style-type: none"> *Half termly Literacy Specialist visits *Termly through RWI development *Termly Assessment Calendar *Termly Pupil Progress Meetings <p>Cost Staff - £7,947.60 (Autumn) + £5907 (Spring) RWI Online £2,100 RWI CPD £1,200</p>
<p>Barrier C, D, F, G *Adastra Youth Resilience Project</p>	<ul style="list-style-type: none"> Pupils who engage with this feel more confident, resilient and have positive growth mind-set Transition to next stage of education is supported 	<ul style="list-style-type: none"> Funding provided by Local Area Council Support for pupils’ own Mental Health Pupils and families regularly ask for additional support EEF’s Covid support guide and evidence 	<ul style="list-style-type: none"> Work collaboratively with Adastra to ensure sessions are appropriate and tailored to individual/group needs. Learning Mentor to support sessions Be reactive to ongoing evaluations and participation in the project Ensure pupils participate in the project 	<p>HT, Learning mentor and Y5/6 Team</p>	<ul style="list-style-type: none"> *Every 6 weeks alongside Adastra <p>Cost - nil</p>

<p>Barrier C, D, E, F</p> <ul style="list-style-type: none"> Anxiety and wellbeing support for pupils with Learning Mentor and PSA 	<ul style="list-style-type: none"> Pupils who suffer with anxiety feel less anxious on a daily basis and have a number of strategies to support them with this. Pupils can manage their emotions and feelings Pupils are confident and articulate. 	<ul style="list-style-type: none"> Number of pupils being referred to Safeguarding Team Referrals from outside agencies Assessment data on return on September Pupils asking for support and displaying challenging behaviours at home 	<ul style="list-style-type: none"> Monitor pupils – Safeguarding Team Staff delivering will have engaged in quality CPD Purchase ‘Beyond Words’ books to support group and 1:1 sessions 	<p>Learning Mentor, PSA and HT</p>	<p>Ongoing with half termly reviews</p> <p>Cost £297</p>
<p>Barrier D, E, F, H</p> <ul style="list-style-type: none"> Providing pupils with access to technology to participate in home learning Maximise potential of remote learning platform 	<ul style="list-style-type: none"> Pupils have access to an electronic device, Wi-Fi and sufficient data in order to participate in remote learning when there is a lockdown/closure to support learning and prevent gaps widening. 	<ul style="list-style-type: none"> Technology questionnaire Remote Learning platform EEF Guidance 	<ul style="list-style-type: none"> Upgrade remote learning platform (Seesaw) Provide training for staff to use new approaches to technology/lessons Monitoring of pupil attendance and engagement during Lockdown/Bubble Closure Attendance register of digital use. School to claim allocation of DFE devices at the earliest opportunity and distribute swiftly. 	<p>HT/DHT</p>	<p>*During Lockdown/Bubble Closure</p> <p>Cost Seesaw Upgrade £2,206.90</p>

Ongoing CPD					
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?
All Barriers <ul style="list-style-type: none"> Personalised professional development opportunities 	<ul style="list-style-type: none"> High quality teaching and learning takes place on a daily basis Pupils make progress in all areas Pupils are safe and ready to learn 	<ul style="list-style-type: none"> Assessment data (return to school) Learning Walks & Book scrutiny Professional discussions Pupil Progress meetings Evaluation of remote learning during 2019-20 	<ul style="list-style-type: none"> Cascaded to staff through staff meetings with continued dialogue and ongoing self-evaluation Monitoring, both in school/remote teaching Pupil Progress meetings 	HT/DHT	<ul style="list-style-type: none"> *Weekly LMT Meetings *Assessment Weeks and Termly Pupil Progress Meetings *Staff meeting weekly discussions Cost – within main school budget
Total budgeted cost:					£23,241.50

ADDITIONAL INFORMATION

Additional information to support this Covid Catch-up Premium Plan

- *EEF supporting school planning
- *Internal assessment
- *Used professional dialogue and feedback from staff
- *Verbal feedback from Parent/Carers
- *Attendance records
- *Best practice from across ECM Trust
- **Feedback from Parents/Carers via questionnaire – February 2021