

# Chenies School

## Covid 19 Catch Up Premium Summary report



<b>Summary Information</b>			
Total number of pupils:	101	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8,080		

<b>Rationale</b>
<p>The government is providing funding to all schools to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. Chenies School will receive a total of £80 per pupil in 3 instalments - in autumn 2020, 'early 2021' and summer 2021. The money will be spent to ensure that pupils, who have significant gaps in their knowledge or skills, will be able to close gaps in their learning.</p> <p>Our staff, through baseline assessments as well as observations of pupils, have now identified children who will benefit the most from an additional 'catch –up' programme. We have used the COVID-19 Support Guide for Schools published by Education Endowment Foundation (EEF) to identify the best strategies, based on long-term research that will enable our pupils to achieve the most positive outcomes. Currently the school considers a 'Three –Tier Approach' teaching, targeted academic support and wider strategies to be the best approach to our recovery curriculum planning and any 'Catch-Up' interventions.</p>

## **Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable

## **Targeted Support**

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.

## **Wider Strategies**

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. 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.

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.

	<b>Intended Actions</b>	<b>Success Criteria</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• High-quality teaching for all               <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Practising</li> <li>• Scaffolding</li> <li>• Cognitive strategies - skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths</li> <li>• Metacognitive strategies - checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task</li> <li>• Feedback used to make next steps explicit to children.</li> </ul> </li>   <li>• Baseline assessments to identify gaps in learning.</li> <li>• Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.</li> <li>• Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc.</li> <li>• Supporting remote learning</li> </ul>	<p>Analysis will show that class gaps have been filled</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p>

<b>Targeted Support</b>	<ul style="list-style-type: none"> <li>• Teacher and teaching assistant led interventions: High quality one to one and small group tuition. Sessions are be brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time</li> <li>• Parents informed about their child’s next steps and how to support at home.</li> <li>• Same day interventions for closing the gaps and addressing misconceptions.</li> <li>• Pre-teaching established to make curriculum access more equitable.</li> </ul>	<p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• There will be sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs.</li> <li>• Individualised SEMH support for pupils who require it</li> <li>• Classroom environments developed to be reassuring and promote wellbeing through Mind-Up, Habits of Mind, PSHE and the Daily Mile</li> <li>• Senior Leaders to support parents with any attendance issues</li> <li>• Regular communication with parents to inform them of ways to support their child’s learning</li> <li>• Technology provided for pupils in need to support remote learning</li> <li>• Promote reading for pleasure</li> </ul>	<p>Children will feel supported and calm in school.</p> <p>Parents will feel supported and engaged.</p> <p>All children will have access to remote learning opportunities.</p>

<b>Planned expenditure - 2020-21</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>The evidence and rationale for this choice</b>	<b>How we will ensure it is monitored</b>	<b>Cost</b>	<b>Timescale for Review</b>
<b>Quality First Teaching</b>	Children will be in at least the same position in relation to Age Related Expectations at the end of this academic year as they were in March 2019	EEF identifies teaching as the most important factor in improving outcomes for their pupils.	Learning walks Book looks Data Analysis	Possible cost of additional CPD for staff	December 2020
<b>Targeted Academic Support</b>	Gaps to be closed. Children back on track	Evidence from EEF and Sutton trust for teachers and trained teaching assistants to lead interventions groups.	Teacher moderation Book looks for transfer of knowledge/skill independently. Book looks for transfer of knowledge/skill	£3,600 (Teacher) £1,500 (LSA)  £400	December 2020  December 2020
Teacher and learning support assistant led support for interventions – informed by Baseline assessments					

Purchase of Online Spelling Intervention	Improvement in children's spelling observed in independent work	Baseline assessments indicated that spelling is a weakness throughout the school	independently.  Book looks Data Analysis	£250	
Purchase of Headstart Problem solving resource	Children will be able to apply numerical skills to problem solving questions	Baseline assessments demonstrated that children's numeracy skills were more advanced of their			
<b>Wider Strategies</b> Purchase of online access to reading festival	Children will encounter new authors	National Literacy trust children who read regularly for pleasure increase levels of attainment	Pupil Voice	£150	
Nurture group for children's emotional well-being	Children will be able to actively engage in their learn	Children need good mental health to learn	Pupil Voice	Possible staffing cost for group/individual intervention	December 2020
December 2020 – Review data and consider how to make best use of £2,180 remaining					