Catch Up Premium Strategy 2020-2021

Funding based on 235 pupils	£10, 970 20/21 £7830 21/22 **Total £18, 800**
Date of most recent review by school governors	February 2021
Date for next review by school governors	May 2021

Key 'Catch-Up' Priorities following Covid-19

- For all children to continue to be taught a broad and balanced curriculum that has been carefully designed to allow children to master key skills missed in summer 2020.
- Staff support children to readjust to being in school and realign expectations for learning attitudes.
- All classes use the HIAS Catch-Up English and maths curriculum to cover learning objectives from the previous year group first.
- Addressing social, emotional and mental health (SEMH) difficulties that are affecting academic progress, as well as supporting wellbeing for staff, parents and children.
- Use additional funding to appoint qualified teachers to support children to close gaps in knowledge through small group or 1:1 interventions.
- Teaching of high quality remote learning in the case of isolation or lockdown, which is accessible for all and responded to with developmental feedback.
- Introduce highly effective phonic teaching in year 3 to develop early reading skills missed during keystage 1.
- To provide emotional support and development for children through specialist intervention provided by ELSAs.
- To continue to engage and inform parents and children through the use of regular newsletters, ClassDojo, the school website and Twitter.

Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria	Key Actions and Costs	Termly updates
A	Increase in emotional resilience and high expectations on learning behaviours are re-established.	Children are generally confident in tackling challenging tasks. Children are able to integrate and socialise with their peers appropriately.	Recovery and Reintegration plan allows for learners to become learners again. Children given the opportunity to engage in activities to build up self-esteem and resilience at the start of term.	2 weeks at the beginning of autumn term were spent on activities to build self-esteem, resilience and develop social skills. Some children came back to school unable to face challenge as confidently as they had before.

			Emotion coaching staff meeting. Teaching and learning action plan shared at staff meetings.	 The T&L plan has brought about school improvement.
B	Gaps in pupil's English and maths knowledge are identified promptly through assessment and built upon.	Teacher assessment is used effectively to identify the gaps in learning. Teachers follow the HIAS curriculum to recap previous learning and build on those skills effectively. Teachers plan learning interventions to address the gaps in learning. Assessment of skills to demonstrate that children have secured precious skills. Year 3 children acquire phonics skills missed to support their reading development.	Purchase texts for the HIAS Catch-up curriculum. £334 Teachers follow the HIAS Catch-up curriculum for English and maths which revisits previous key skills. Use HAM to identify gaps throughout the learning journey. Experienced teachers appointed to teach children 1:1 or in small groups to secure key skills. £17, 159	Children engaged really well with the HIAS curriculum. Staff have moderated in teams and submitted teacher assessments. Intervention sessions 2 afternoons per year group have been used for pre-teaching and consolidating learning.
C	High quality remote learning and safeguarding procedures followed.	Remote learning in the event of a bubble closure or lockdown was relevant and focused. Children all had accessible resources that weren't reliant on technology. Parents don't need to print out lots of resources. Welfare phone calls and door step visits to check in with families to ensure the learning is manageable and the family are OK. Children to develop emotional awareness and emotional literacy so that they have the skills to recognise their emotions.	Purchased CGP books for all children so that if a bubble needed to isolate or there was another lockdown, children had resources immediately. £2,833 Children have a least one phone call a week. Children have the opportunity to join a class Zoom call to help them socialise. Remote and in-school Nurture group and ELSA sessions.	The work produced by a bubble who had to isolate was of high quality and there was no difference in expectations between the quality of the work done in school or at home.

		Parents and Carers are fully informed of how to keep their children safe online.	Links on the school website and information shared regularly in newsletters and on ClassDojo.	
Total Expenditure 20/21 & 21/22			£20,326	