

Catch Up Premium Strategy due to Covid 19 2020 to 2022



What does it mean to learn and teach at Andrews' Endowed CE Primary School?

We make good use of our outdoor space and outdoor learning is important to us

We nurture each individual child and value their talents and their uniqueness - we support them emotionally as well as academically

We offer a broad and challenging curriculum with lots of opportunities to learn through first hand experiences via trips and visitors

Relationships are strong - with parents, among staff, among children and between staff and children

Our Christian values of Courage, Love and Respect underpin all that we do
We are inclusive and seek to meet the needs of every member of our community

We encourage our children to be resilient learners who strive to be the best that they can be

We want our learners to be fully equipped for the next stage of their learning - having the necessary skills in reading, writing and maths and emotionally and academically ready for each challenge

Our children are encouraged to be independent thinkers - able to articulate their own opinions and show respect for the opinions of others

We encourage our children to be tolerant, kind and compassionate and to look for ways to make the world better

We are committed to supporting every child to overcome any barriers created due to the Coronavirus pandemic: emotionally, physically and academically. These form the core drivers of our School Strategic Plan this year. We are determined that our children will fully engage with their learning, demonstrate a strong growth mindset and make accelerated progress in the year ahead.

Our priorities and Aims – 2020/2022

- ✓ Use additional funding to ensure any gaps in learning due to Covid 19 closed within the academic year (16 month catch up)
- ✓ For all pupils to be taught a broad and balanced curriculum in all subjects.
- ✓ Staff to prioritise teaching to address significant gaps in pupils’ knowledge with the aim of returning to each year groups’ normal curriculum content so that no further gaps are created for the following term or year.
- ✓ To further develop and enhance Growth Mindsets within our school
- ✓ To teach high quality remote learning so that it is integrated into the school curriculum planning during lockdown or children self-isolating.
- ✓ All planning to be based on the educational needs of pupil based on effective assessment.
- ✓ To address any mental health or well being concerns for pupils, families and staff.
- ✓ To provide specific support to encourage a small group of identified children to become active again, recognising that their general fitness has deteriorated during lockdown
- ✓ To provide emotional support and development for children through the specialist intervention provided of a trained Emotional Literacy Support Assistant (ELSA).
- ✓ To build on the excellent home-school links through extending the use of Google Classroom and establishing the use of Tapestry in YR
- ✓ Devise model for virtual Collective Worship beyond using the Diocesan resources
- ✓ Embed Forest School into timetable via Forest School Days for each year group, followed by blocked timetable.

Summary information

School			
Academic Year	2020/21	Date for first review	
Total number of pupils	200	Dates for next internal review of this strategy 22nd February 2021; 17th May 2021	
Total Catch Up budget	£16,500	Date for final internal review of this strategy 12th July 2021	

Teaching and whole school strategies

Cost £

What is the evidence and rationale for this choice?

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
<p>1. Quality First teaching Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit</p>			
<p>A. High Quality Teaching</p>	<ul style="list-style-type: none"> ✓ Ensuring every teacher and LSA is supported and prepared for the new year. ✓ Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—eg Google Classroom ✓ Ensuring teachers have training and support to adjust to changes is likely to improve the quality of teaching as all pupils return to school. ✓ Review of all pupils' progress and attainment during pupil progress meetings, book sampling, through data outcomes and whole school moderation activities. ✓ Work on improving handwriting, phonics, spelling, vocabulary development and application that is age expected or greater across the curriculum in class through whole class expectations, conferencing 1 to 1 or small group and through interventions followed up in class ✓ Ensure children have access to high quality fiction and non fiction, matched to their reading ability to ensure their comprehension is developed. Resource reading materials to replace any not returned after lock-down, and also to account for books being out of circulation due to in-class quarantining. ✓ Supporting children to build and maintain links between learning will enable them to close any gaps that have been created. ✓ Ensuring that staff continue to have access to high quality CPD via online webinars and virtual training for all subjects, where applicable. ✓ Further enhance the curriculum using a range of alternative approaches such as virtual trips, tours of galleries and the use of online expert lessons/sessions. Plan together to identify progression/range of resources. ✓ Provide our children with regular opportunities to learn outdoors through Forest School enabling them to develop their life skills and receive the benefits of time spent in nature 	<ul style="list-style-type: none"> ✓ Robust CPD for all staff on effective Teaching and Learning and keeping up to date with latest research. ✓ Courses selected using evidence of effectiveness. ✓ Investment in new online resources to support learning at school and at home: SpellingShed; LetterJoin – baseline via SWIST and writing samples compared after 6 months. ✓ Audit gaps – involve all staff, additional books in place from November. ✓ School map of virtual trips and tours to be created ✓ Class teachers and Forest School leader to plan together ✓ Children to have some opportunities to contribute to and review the impact of Forest School 	<p>HT, SLT, Leaders, SENCo</p>

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B. Pupil assessment and feedback	<ul style="list-style-type: none"> ✓ Effective and timely ongoing Assessment is key for us to determine how to most effectively support every child. Standardised assessments (White Rose) in maths will be used to identify pupils who would benefit from additional catch-up support. Writing assessments from the end of the first English unit will be used to assess attainment and next steps in Writing. Reading bands (KS1-Y3) and short comprehension tasks (KS2) will be used to assess reading. Phonics phase assessments will be undertaken for Y1-3 in September and the results used to plan intervention groups. SWST/Vernon/Salford assessments to take place in late Sept/early Oct. ✓ Subject-specific assessments will be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material builds on secure foundations. ✓ Providing pupils with high-quality feedback, building on accurate assessment, at the point of learning within class will provide pupils with the best way to make progress. ✓ Daily in class assessment through marking, feedback and quizzing approaches to recap prior learning. 	<ul style="list-style-type: none"> • Staff to continue to provide feedback in the moment/in class to effectively and rapidly address gaps. • KS2 children to develop their responsibility of recording their verbal feedback and N.S. • Book sampling and pupil discussion to monitor effectiveness of this. • Assessments used to devise this year's Venn diagrams and to inform Pupil Progress Meetings. • Assessments used to form action planning in relation to interventions. 	Subject leaders, class teachers

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
C. Transition support	<ul style="list-style-type: none"> ✓ All pupils will need support to transition back to school. However, we are aware that there are particular challenges for pupils starting new at the school after the disruptions caused by Covid-19. ✓ All children who have not returned to school in Summer 2020 to meet with their new teacher via Teams Meeting in June/July. Also Teams meetings with SLT member to support adjusting back into school mindset. ✓ All children who have been in school over the summer term to spend some time (outdoors) with their new teacher(s) so they can begin to develop a relationship. ✓ New reception children to visit for an outdoor bring-your-own picnic on the front lawn – timed appointments, no more than three families on site at any time – one child/one adult per family: tour of outside footprint with HT, including a look in the classroom, outdoor play area and hall. Opp to meet a senior member of staff and office staff; complete registration paper work; and for parent to meet Mrs Ryan (CT) for ‘home visit’. All visits conducted under risk assessment protocols and with social distancing. ✓ Handover meetings between staff members to occur outdoors, to include: academic, pastoral and home learning uptake. ✓ Provide individual phone calls to vulnerable children and families to support the transition process and to continue to build relationships between home and school. ✓ Provide online Social Stories to all children to support the transition to their new year group, class and teaching staff. ✓ Our transition will focus on sharing information about school with children and their families and running activities designed to make pupils feel comfortable in their new class/school. Class teachers to share welcome PowerPoint slides with parents early in September. ✓ Parents invited to tell school about learning successes that have happened during lockdown and any concerns/worries they or their children have had about returning to school. ✓ School to give detailed information about new protocols so children feel prepared for what they see on their return to school. ✓ Additional transition will include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between pre-schools and Y6 transition to Y7. 	<ul style="list-style-type: none"> • Social stories on website. • Support phone calls made to all families requiring additional support • Transition information shared with receiving class teacher and SLT • Home Learning engagement tracked and shared with receiving class teacher 	Class teachers, SENCo

Targeted Support

Cost £
What is the evidence and rationale for this choice?

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
2. Targeted Support			
A. One to one and small group QFT	<ul style="list-style-type: none"> ✓ Wherever possible, we will continue to ‘scoop’ up children after a session in which they demonstrating a lack of understanding or a misconception. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. The child’s teacher or LSA will provide this extra catch up teaching focused on the areas where pupils would most benefit from additional practice or feedback. Recognising the smaller the group the better, this support will be achieved during school time, wherever timetabling allows. 	<ul style="list-style-type: none"> • QFT children ‘scooped’ up following whole class sessions where needs have been identified. 	Class Teachers
B. Intervention programmes	<ul style="list-style-type: none"> ✓ For those assessed to have the largest gaps to catch up, or with the greatest need for intervention, structured interventions will be delivered -one to one and in small groups. This is likely to be delivered by LSAs within year groups and details of the sessions devised by SLT/CTs with support from SENCo where appropriate. ✓ A particular focus for interventions will be on literacy and numeracy. There will be a focus on oral language skills, aspects of reading, phonics, spelling, handwriting and maths and will be regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. ✓ Interventions may focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on groups of pupils with identified special educational needs or disabilities. Effective intervention will follow assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. ✓ We will use a variety of strategies including the Rapid Reading, Rapid Phonics and Language Link to assess comprehension and understanding to adapt learning using precision teaching. ✓ Deploy LSAs from start of day for interventions, add additional LSA hours in key cohorts that require additional support. 	<ul style="list-style-type: none"> • Year Group specific priorities identified and support approaches planned (See Appendix) • Baseline data at start compared with outcomes after intervention • Impact of support approaches monitored 6-weekly through pupil progress meetings and work sampling • Groupings adjusted according to outcomes of Pupil Progress meetings 	Class teachers, SENCo, SLT

Wider Support

Cost £

What is the evidence and rationale for this choice?

We have undertaken research as a school, using published research including 'Covid – 19 Support guide for schools– Education Endowment Foundation 2020'

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
3. Wider Strategies			
A. Supporting staff	<ul style="list-style-type: none"> ➤ Provide access to suitable mental health and wellbeing support ➤ Creation of a Mental Wellbeing Lead role ➤ Staff room base to focus on wellbeing of staff. Displays created by SLT to support staff finding the right services and resources. ➤ Ensure that all staff are aware of and are encouraged to access the counselling service provided through Hampshire ➤ Continue to promote a school ethos of kindness and support in line with our school values ➤ Use social groups (WhatsApp) to support staff wellbeing being mindful that not all staff choose to use this and making sure we don't leave anyone out ➤ Look for ways to socialise over virtual platforms for end of term events 	<ul style="list-style-type: none"> • Ensure all staff are aware of and are able to access the support services • If staff are struggling to return to work, both services will always be offered as part of the return to work conversation • Include in performance management conversation 	SLT

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
B. Supporting parents and carers	<ul style="list-style-type: none"> ➤ Context -We provided pastoral support and learning opportunities to pupils and families and throughout the pandemic. We provided additional books, daily learning, weekly challenges and educational resources to families with support and guidance and provided feedback via Google Classrooms. Our weekly newsletter gave new ideas for family activities every week, including links to Worship, music, apps and events. ➤ Our Parents and families have played a key role in supporting children to learn at home and we recognise we continue to work together as pupils return to school. Google Classroom has been key in this as well as one to one phone calls during lockdown. We will build on these excellent foundations and provide additional training for staff as requested. ➤ Set up Tapestry for Acorns (YR) and use this regularly to provide a two-way conversation about learning and to set learning challenges/tasks ➤ Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. ➤ Continued use of schoolsupport@aePRI.co.uk email account ➤ Ensure that any family that would benefit has access to the Alton Food Bank/Community Cupboard ➤ Provide debt and money advice to support families who may find themselves in financial difficulty due to the consequences of the pandemic – use newsletter and teachers2parents to feed this information out ➤ Use phone calls to hold virtual meetings with parents, including Parents’ Evenings – move to GoogleMeet in time, with appropriate safeguards in place 	<ul style="list-style-type: none"> • Ensure all staff are confident and competent in the use of Tapestry (YR only), Google Classroom and Microsoft Teams or Google Meet • HT on front gates each day am and pm • Information in newsletters • Monitoring balance of parent and teacher observations and comments on Tapestry. • Questionnaire to parents/carers to audit need and follow up to gauge views • Ensure parents know of support networks which might help in different family situations linked to the wellbeing of the family. 	LTS
C. Supporting pupils	<ul style="list-style-type: none"> ➤ Use CLPE ‘Here we are’ picture book as a 2-week whole school unit to support transition back in to school. Use it to provide opportunities for them to explore their thoughts and feelings following the return to school through art, building confidence, resilience and supporting personal growth. ➤ Re-engage pupils with their learning through well-chosen, irresistible learning opportunities. ➤ Re-launch and reinvigorate our whole school Growth Mindsets work ➤ Use targeted assemblies and worship themes to support children to successfully settle back into school and to re-adopt the school values, learning behaviours and expectations ➤ Talents and uniqueness – promote this during our class time - encourage children to think about their talents and successes, and set themselves challenges – perhaps buddy across classes to feedback via Google Meet 	<ul style="list-style-type: none"> • Monitor attendance • Talking with parents • Monitor behaviour • Re-launch School Council • Children’s talk in class shows Growth Mindset. • % of children participating in lessons high. • Launch a new whole awards system celebrating home successes 	LTS

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D. Access to technology	<p>Context – 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.</p> <ul style="list-style-type: none"> ➤ Upgrade connectivity to and in school including network connections and WiFi availability. ➤ Ensure all children Y1 – Y6 can confidently use the Chrome Books. ➤ Ensure all children in Y4, Y5, Y6 are increasingly competent users of Google Classroom. ➤ Ensure all children in Y3 and Y2 are competent users of Google Classroom. ➤ Ensure all children in Y1 are beginner users of Google Classroom. ➤ Tapestry in use in Acorns (YR) ➤ Provide timely support for parents and carers in using Google Classroom ➤ Schoolsupport@aepri.co.uk has been an effective platform that allows the parent to communicate difficulties with the school ➤ Invest in further Chrome Books as funds allow. ➤ Exploration of government and other solutions for families who are digitally ‘poor’. This includes an audit of digital capacity in households ➤ Paper packs process refined and planned for ➤ Teaching staff working on Remote Learning offer – linking to current planning, so that relevant and challenging material is available from the second day of absence for ‘stay at home’ children whenever a case is identified. Home learning activities are found on class pages to cover learning on Day 1. ➤ Teachers to help children to appreciate the importance of Remote Learning and their responsibilities. ➤ Discussion of Safer internet questions (created by subject lead) in all classes each week. ➤ KS2 computing sessions to focus on Google Classroom use in the first couple of weeks. ➤ Subject leader create videos with the use of Google Classroom. 	<ul style="list-style-type: none"> • Contacting families, offering support when support is needed • Using grant • Support by funding White Rose hub for maths • Use of HIAS English units • Jane Considine Units for English • Use of Oak Academy materials • Provide parents with direct support where required • Safeguarding policy re on line learning revised and shared • A consistent approach posted on the Website. Families posting chn’s learning from Day one if they are learning remotely. 	HT/Office and ICT Coordinator

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
E. Additional lunch time staff and resources	<ul style="list-style-type: none"> ➤ Class LSAs deployed at lunch time to support their own bubbles – this has necessitated additional hours for some staff ➤ Ensure children have sufficient resources, toys and play equipment which are solely allocated to their class to reduce the risk of potential cross-infection between bubbles. ➤ Ensure there are a sufficient number of zones and play areas to ensure that children do not cross between bubbles, achieved through staggered lunchtimes ➤ PE leader to create circuit station exercises that the children can complete during their break time. Numbers of children monitored who uptake the challenge of the circuit stations. ➤ Additional cleaning in lunch hall, additional tables set up so children do not share tables ➤ KS2 children eating in the classrooms 	<ul style="list-style-type: none"> • Create bubble areas for lunchtime, staggered lunch and play times and create rotas • Completion of audit of children’s exercise during break and lunch times when using the play equipment. • Regular morning briefings to reflect on provision and make changes where necessary 	SLT
F. Maintaining Covid-security	<ul style="list-style-type: none"> ➤ Update the school risk assessment on an ongoing basis in line with government guidance ➤ Remain up to date with current guidance by attending appropriate Local Authority and national webinars ➤ Offices collecting information from visitors for track and trace ➤ Ensure all outside providers provide the school with a comprehensive risk assessment in line with the schools’ risk assessment 	<ul style="list-style-type: none"> • Monitor by Health and Safety governor • Monitor by SLT/HT • Book webinars • Staff & SLT meetings weekly • SLT meeting daily with office 	Governors and SLT

Appendix A

Year Group specific priorities and support approaches
create cohort maps which show general areas of difficulty