



## COVID-19 catch up premium strategy 2020-21 Orchard Way Primary School

### What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

### Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

<b>Date of strategy publication</b>	03/12/2020	<b>Review dates</b>	04/03/2020		
<b>Total number of pupils:</b>	206	<b>Total catch-up premium budget</b>	£16420		
<b>Disadvantaged pupils (%)</b>	16	<b>Pupils with EHC plans (%)</b>	4	<b>Pupils on SEND support (%)</b>	11

### Barriers to learning and achievement

<b>Academic barriers</b>	
1.	Initial assessment and gaps analysis show that closure has had an impact on attainment in mathematics, particularly Spring and Summer term topics.

2.	Children returned to school having lost some reading stamina and their knowledge of words in context has been affected by the closure.
3.	Basic writing skills have declined; there are identified gaps in the children's spelling punctuation and grammar.

**Additional barriers (including external barriers such as access to home learning, attendance, etc.)**

1.	Space is limited within the school to allow for additional support groups.
2.	Covid-secure measures have impacted on staffing which means there is less opportunity for flexibility.
3.	Families going into self-isolation mean that children are working remotely during the school day while their teachers are in class.

**Catch-up premium strategy statement**

Orchard Way Primary School is a one-form entry primary school on the Croydon-Bromley border. The school community is diverse although our number of disadvantaged pupils are in line with similar schools nationally. There are many families who would fall just below the benchmark to be eligible for pupil premium grant. 11% of pupils have some kind of special educational need or disability.

The aim of this catch-up strategy is to bridge the gaps that have been created by the school closures caused by Covid-19. On return to school the children were all assessed in order to identify where these gaps lay and transition units were planned to address them through classwork. Further assessments have now measured the impact of these initial teaching units and have identified those children who need additional support to catch-up the lost learning.

Children who have been identified will receive catch-up support during the school day from existing staff who have been released to work with teachers to provide small group interventions. These interventions will initially be in phonics (Key Stage One and Key Stage 2), mathematics, and echo reading. Teachers will continue to improve literacy skills through quality first teaching in English lessons.

Teaching and small group interventions will take a Diagnosis-Therapy-Testing approach in order to ensure that support is directly targeted at specific skills and knowledge. This will also provide detailed assessment information and show evidence of impact and progress.

There will be five points of assessment this academic year, rather than three.

## How the school intends to use the catch-up premium

### Quality first teaching

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
Identified gaps in the mathematics curriculum are addressed in order to move onto the relevant programs of study.	<p>Transition unit initial assessment.</p> <p>CT to deliver transition units to whole class based on QLA gaps analysis.</p> <p>Impact assessments completed</p>	<p>Progress evident from Autumn 1 question level analysis to impact assessment analysis.</p> <p>Year 6 November assessments show evidence Year 5 summer term content has been acquired.</p> <p>Book scrutiny shows children are able to access their program of study in Autumn 2.</p>	<p>Week 2-3</p> <p>Nov 20</p>	SG/CT	<p>12/10</p> <p>Nov 20</p>	£450
Grammar, punctuation and spelling (GPS) skills will be addressed through effective modelled writing.	<p>Talk 4 Writing training provided in the Autumn term.</p> <p>Appointment of Writing Lead to support quality first teaching.</p> <p>Spelling tracker embedded across Key Stage 2.</p>	<p>All teaching and teaching support staff have attended the training.</p> <p>Book scrutiny and learning walks show modelled writing evident in the learning environment.</p> <p>Children's writing shows key GPS skills developing or embedded.</p> <p>Spelling patterns are taught and evident in the children's learning.</p>	<p>Sept 20</p> <p>Nov 20</p> <p>Termly</p> <p>Termly</p>	GH	Termly	£1000
Children are exposed to high quality texts within English lessons and through the curriculum.	<p>Reading and writing leads to work together to ensure robust reading spine.</p> <p>High quality books and modelled texts used within English lessons and whole-class reading lessons.</p>	<p>Children are able to talk confidently about the texts that they are reading.</p> <p>There is sophisticated vocabulary evident in the learning environment.</p> <p>Children are experimenting with more sophisticated vocabulary in their writing.</p>	Ongoing	GC/GH	Termly	£300 New books

<b>Targeted academic support and intervention</b>						
All classes working on their program of study in English and Mathematics	Impact assessments will identify children for small group intervention for catch-up.  Deploy SEN Assistant as non-classed based to deliver DTT approach.	Personal learning checklists show progress using the red/amber/green traffic light system.  Time-tabled intervention groups undertaken on a weekly basis for identified children.  Spring term assessments show progress from the Autumn term.	Autumn 2	ST/SG	Feb 21/May 21/July 21	£11379
Planning addresses gaps alongside program of study.	Additional teacher deployed two mornings a week to support Year 4 in order to split class based on areas of need.	Question level analysis shows progress from September starting points.  Children working within their program of study for their year group.	Autumn 2/Spring 1  January 21	JP/JS	Half- termly PP meetings	£6487
80% of children pass the phonics check (Year 1 and 2)	Year 1 TA deployed for additional 45 minutes per day to run catch-up phonics sessions based on regular phonics assessment.	Regular phonics assessment shows ongoing progress.	Ongoing	GC/LB/ ST	Half- termly PP meetings	£1900
<b>Wider strategies</b>						

Attendance at school is at least 96% during wider restrictions.	<p>Monitor attendance closely to identify PA early.</p> <p>Work with EWO to support parents to bring their children to school.</p> <p>Ensure robust covid-secure planning to ensure parental confidence.</p>	<p>Persistence absence has fallen. Attendance is at least 96%.</p> <p>Parent questionnaires show confidence in the school's response to Covid-19.</p>	Autumn	HT/EWO	Fortnightly review	£916
Children are settled and confident coming to school.	<p>ELSA released from class to support children where identified.</p> <p>Small group and 1:1 social support where needed.</p>	<p>Behaviour around the school is good or better. Children arrive at school happy and ready to learn.</p> <p>Parents report their child is confident coming to school in parent/carer/teacher consultations.</p>	Oct 20	CT/ELSA	Half-termly	N/A
<b>Total expenditure:</b>						£21516

**Review of strategy:**

Date	Impact of actions taken