

Cold Harbour C of E Primary School - COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	222	Total catch-up premium budget:	£18,102
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STRATEGY STATEMENT

At Cold Harbour CofE School, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. The government has announced £1 billion of funding to support children and young people to catch up in the wake of the COVID-19 pandemic. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

At Cold Harbour, we believe that quality first teaching is crucial to ensuring our pupils catch up academically, are successful learners and are well prepared for the next stage in their education. That's why, alongside the use of catch up funding for specific strategies and interventions, our pupil premium and catch-up strategies consider a tiered approach, with a focus on: a) Improving the quality of teaching and learning b) Providing targeted academic support for disadvantaged pupils c) Removing non-academic barriers to disadvantaged pupil's learning.

Planned expenditure for current academic year

Issues	Action	Success Criteria
<p><u>Phonics</u> Children will have missed 6 months of Phonics teaching and all phases of ReadWriteInc will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing</p>	<p>1) Early assessment of children in RWI 2) Action plan created for targeted intervention</p>	<ul style="list-style-type: none"> Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner. Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term.

<p>standards as well as with accessing the wider curriculum.</p>		<ul style="list-style-type: none"> ● Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum.
<p><u>Speaking & listening</u> To improve the communication and language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills; to ensure they are ready for the next stage in their education.</p>	<p>1) Deliver 20-week NELI programme, following training, for targeted group of disadvantaged EYFS pupils, consisting of three 30-minute small group sessions a week and support to provide two 15-minute 1:1 session for each targeted child. 2) Beginning January 2021 following NELI training (Date TBC). Training is in the form of a series of on-line modules which are completed before attending a live webinar which is an opportunity to ask questions .The reception teacher and TA complete modules 1 and 2 and then the TA completes the rest of the course</p>	<ul style="list-style-type: none"> ● By the end of the academic year, targeted pupils will have improved their communication and language skills, with particular improvements in their vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge, & diminish the difference between disadvantaged pupils and non-disadvantaged pupils. ● By the end of EYFS, targeted pupils communication and language skills are at least in line with national averages/ previous year, for all pupils, and for disadvantaged pupils.
<p><u>Reading</u> Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p>	<p>1) Use of NFER/previous SATs tests to gain an accurate baseline in core subjects. 2) Staff to work with AHT to analyse data and identify gaps. Planning will then address these gaps. 3) Individual reading opportunities for all children across the school. 4) Training and the introduction of Reading Vipers across KS2 5) purchase of LiteracyShed + to support the teaching of reading</p>	<ul style="list-style-type: none"> ● Assessments in reading in October will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed. ● More access to individual reading will take place both in school for all pupils as well as after school for pupils who require extra support. ● Focus on reading domains in all reading lessons to develop vocabulary opportunities for all pupils. ● Vocabulary and meaning of words will develop, fluency of reading will increase and comprehension skills will deepen allowing understanding of texts in all subjects to improve.

	6) After school catch up sessions for identified pupils taught by teaching staff and HLTAs	
<u>Maths</u> Accurate understanding of all pupils' maths ability not known due to 6 months out of school for majority of pupils.	1) Use of NFER/previous SATs tests over a two-day period to gain an accurate baseline in core subjects. 2) Staff to work with AHT to analyse data and identify gaps. Planning will then address these gaps. 3) After school catch up sessions for identified pupils taught by teaching staff and HLTAs	<ul style="list-style-type: none"> Work for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability to catch up in the AutumnTerm Identified pupils access extra tuition to enable them to catch up more quickly
<u>Maths</u> We need to develop a consistent approach to the teaching of maths on school	1) AHT to work on Maths Readiness Programme with the Enigma Maths Hub 1) Purchase training and implementation of Power Maths	<ul style="list-style-type: none"> Children of all abilities/backgrounds will meet the National Curriculum expectations in mathematics This carefully designed scheme of learning in mathematics will ensure consistency and progress of all learners. The focus on a mastery approach to Mathematics will ensure that pupils acquire a deep, long-term, secure and adaptable understanding of the subject.
<u>Spelling</u> <u>Purchase of spelling shed?</u>	1) Purchase of Spelling Shed 2) Implemented and embedded across the school by September 2021	<ul style="list-style-type: none"> CHildren follows a progressive scheme that children can access from home
<u>Cost</u>	Purchase of NFER Test materials: Approx £2000 Purchase of Power Maths - Approx £6500 Full Day Professional Development training for teaching staff: £850.00 Power Maths Pupil Journals, Practice books & Textbooks for Y1-6: £4296.60 Online subscription for Y1-6: £1,155.00 Cost of after school tuition: £7,000 Purchase of Spelling Shed £0.75 per pupil	

Other approaches			
Issue	Action	Success Criteria	
Home learning is limited due to the current provision and can be developed further to improve access to learning at home for all pupils.	1) Purchase of the following software: MyMaths Purple Mash 2) Identify pupils who do not have access to home learning resources and provide where appropriate	<ul style="list-style-type: none"> All pupils have access to home learning resources Teachers are adequately trained in providing online learning in line with what is currently being taught in school 	
Cost	Purchase of Software: approx £1500		