

Sheering CE Primary School  
COVID Catch-up Premium Report  
Autumn Term 2020



## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	104 (based on the summer census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8320		
Amount received to date (March 2021)	<b>£1840</b>		

## STRATEGY STATEMENT

- Overall aims of catch-up premium strategy
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
  - To provide targeted support to those children who need it the most
  - To help resume teaching a normal curriculum as quickly as possible

Brief overview of catch-up premium strategy:

- To provide an inviting, calm learning atmosphere in which the children feel secure and happy enough to resume their learning journey at Sheering school
- To provide the children time with their previous teacher and classmates; to be able to make the transition to their new classes with confidence and to be able to have closure from their old class before moving on to the new.
- To address the mental health and well-being of the children, in order for them to begin to access the curriculum again and start the process of making accelerated progress.
- To carefully assess and monitor progress, in order to identify those children who will need the most support.
- To create a programme of support which will help the children to accelerate progress and reach age-related expectations by the end of the year.
- To provide small group and one-to-one tuition alongside targeted work in class.
- To provide enrichment lessons to make sure the curriculum is not narrowed to skills in literacy and maths.

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low baseline assessment for Reception in knowledge of letters and sounds.
B	High levels of anxiety in the return to school after such a long period of not being in school.
C	Rebuilding confidence lost in using different strategies in maths and problem solving in general.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide the children time with their previous teacher and classmates; to be able to make the transition to their new classes with confidence and to be able to have closure from their old class before moving on to the new.	<p>*Children will have been able to say their farewells and be able to move on.</p> <p>*The transitions will be effective in preparing the children for their next class.</p> <p>*Year 6 will have an intense catch-up programme for 2 weeks before the Year 5s join.</p>	<p>*Year 6 Baseline and KS1 results lower than national averages and had the least amount of engagement with schooling during lockdown.</p>	<p>*Engagement with governors and parents to ensure good communication</p>	<p>Lorna Brittain</p> <p>Steve Townsend (Chair)</p> <p>Anna Beck</p>	<p>*Half termly review of progress and resetting targets.</p>
To carefully assess and monitor progress, in order to identify those children who will need the most support.	<p>*All children have the opportunity to make rapid progress and reach the expected level by the end of the year.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> </ul> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>All children (including vulnerable groups) will be making leaps in their learning with their differing needs being met and issues addressed rapidly.</p>	<p>LB</p> <p>Louise Ansell (Deputy)</p>	

<p>*To address the mental health and well-being of the children, in order for them to begin to access the curriculum again and start the process of making accelerated progress.</p> <p>*To provide an inviting, calm learning atmosphere in which the children feel secure and happy enough to resume their learning journey at Sheering school</p>	<p>*All children are ready to learn and will be able to access the curriculum as their emotions needs are being met.</p>	<p>*There has been an increase in children on the SEN register needing emotional support since lockdown (a rise from 22% to 36%)</p>	<p>*Introduction of Zones of Regulation to support children in regulating their own emotions.</p> <p>*Training for LSAs</p> <p>*Children engaging in calming activities when they come into school, some children working one-to-one with staff.</p> <p>*Children being taught meditation skills (reflection time)which can be used in times of stress at school or at home.</p>	<p>LB Sarah Billett (SENCO)</p>	<p>Reviewed every week.</p>
<p>To provide enrichment lessons in music and PE to make sure the curriculum is not narrowed to skills in literacy and maths.</p>	<p>All children take part in music lessons (and additional PE).</p>	<p>At Sheering school, we want to continue teaching lessons which are fun and engaging whilst delivering a curriculum that is based around the core subjects during this period of catch-up.</p>			
<p>*To engage fully with White Rose Maths and the Stortford schools Maths Hub</p>	<p>Children will engage in a programme of work which will revisit and accelerate the progression of skills in maths.</p>	<p>Pupil Voice and pupil perception assessments. The skill of problem is transferable to all aspects of life and subjects in school. This target links with our SIP in promoting life skills.</p>	<p>*Staff meetings dedicated to WRM and disseminated to LSAs and parents. Staff are already attending training and beginning to implement in planning and teaching.</p>	<p>LA (Maths lead and Deputy)</p>	<p>Every half term.</p>
<b>Total budgeted cost:</b>					<b>£</b>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide small group and one-to-one tuition alongside targeted work in class.	To enable all children to make good or accelerated progress in order to meet Expected standard at the end of the year.	Using our data and tracking and data system, children are clearly identified as either not moving in their progress or have regressed.	There will be a clear action plan for each child identified which will be regularly reviewed.	LB	Every 3 weeks if a block of lessons. £4,573
To provide a catch-up programme in phonics for our Reception children and new starters in Year 1.	For 80% of children to be ready to begin Phase 5 at the beginning of Year 1.	The baseline assessment in September indicated low levels of phonetic knowledge in comparison to the last 5 years.	Reception children will be tracked in their progress in phonics and children who are not meeting their targets will have small groups and one-to-one support.	LB HJ (Class teacher)	Every half term
To improve the mental and physical state of health in order for the children to continue their learning journey.	100% of children to take part in physical and mindfulness activities to help improve engagement in their learning.	Extensive research has demonstrated the importance of both areas and the correlation in the improvement in overall achievement.	See Sports Premium report.	LA	Every term
To provide additional emotional support through YCT (Youth Counselling Trust)	To support the children who are experiencing issues with behaviour, anger or anxiety as a result of COVID 19.	Many children have returned to school with issues that are preventing them from accessing the curriculum.	To get weekly feed-back from our play-therapist and to communicate with parents about progress or changing circumstances.	LB	Weekly £1907 for the year
<b>Total budgeted cost:</b>					<b>£6,480</b>