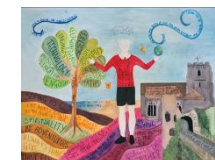


## COVID Catch-up Premium: Pevensey and Westham CE Primary School 2020-21



### *Summary information:*

Due to the COVID 19 pandemic and enforced school closures, children have experience unprecedented disruption to their education; therefore, the Government have given schools additional funding to work with pupils who have fallen behind during the period not attending school. This includes children from the most vulnerable and disadvantaged backgrounds who will be among those hardest hit.



**Total number of pupils:**

**417**

**Total catch-up premium budget:**

**£33,120**

**Amount of catch-up premium received per pupil:**

**£80**

### *Identified impact of lockdown*

**Reading**

Most children were able to access reading in some form or another during lockdown through the use of books at home; their teacher reading on Class Dojo or home learning tasks. However, our children who are more vulnerable have returned less fluent in their reading and the gap between those children that read widely and those children who do not has increased further. The range of texts pupils had access to decreased and, therefore, their vocabulary knowledge has been affected. Pupils' focus and engagement with reading has also been impacted and is a key focus for our school.

**Writing**

In the time pupils have been away from school they were unable to access the variety of text genres and purposes that they would usually have experienced. Their GPS (Grammar, Punctuation and Spelling) work which is usually woven within the literacy lessons will also have been impacted and in turn led to a lack of fluency in writing. A clear focus since pupils have returned is building up their writing stamina, handwriting and spellings. All of these will

<b>Maths</b>	<i>There has been specific maths content that has been missed; consequently, leading to gaps in our pupils' usual sequence of learning. The main impact we have seen is on their fluency in recalling addition facts, times tables and some previously taught calculation strategies. Assessments have shown that this impact on fluency skills and recall is one of our main school foci.</i>
<b>Mental Health &amp; Wellbeing</b>	<i>During the lockdown, our pupils demonstrated their resilience in adapting to the current situation. This has continued to be shown in their return to school. The vast majority of pupils have returned to school and settled well into the new routines despite the limited social interaction they had with their peers and staff during the closures.</i>

**Planned expenditure:**

*The actions listed below show how we plan to allocate the catch-up premium and support our pupils in meeting age related expectations for the academic year 2020-21.*

<b>Chosen action / approach</b>	<b>Focus year groups/children</b>	<b>Implementation</b>	<b>Cost</b>	<b>Review of implementation and impact?</b>
<b>Purchase Accelerated Reader licences for pupils in Key Stage 2.</b>	<p><i>Key stage 2.</i></p> <p><i>Children have been identified through Term 1 STAR/teacher assessments in reading and identified for who should be accessing Accelerated Reader levelled texts or who should be continuing with their reading book levels (in particular some</i></p>	<p><i>All key stage 2 children enrolled will undertake an initial quiz to ensure they understand the process for quizzing.</i></p> <p><i>Restock the library and class reading corners with sufficient reading books, labelled with Accelerated Reader book levels.</i></p>	<p><i>£1038</i></p> <p><i>£757</i></p>	<p><i>Fortnightly through:</i></p> <ul style="list-style-type: none"> <li><i>Data check of Accelerated Reader quizzes by class teacher.</i></li> </ul> <p><i>Termly through:</i></p> <ul style="list-style-type: none"> <li><i>Data check of STAR assessments and Teacher</i></li> </ul>

	Year 3 pupils still working through the coloured book bands).	Children will have access to class tablets/computers when needed to ensure consistent quizzing and build up engagement with reading again.		<p>assessment to track progress</p> <ul style="list-style-type: none"> <li>● Pupil progress meetings</li> <li>● Pupil and parent voice</li> <li>● Monitoring by literacy subject leaders</li> </ul>
<b>Tracking phonics progress</b>	EYFS & KS1 pupils	Staff to be trained in how to effectively use Phonics Tracker as part of their ongoing assessments and monitoring of pupils in EYFS & KS1.	£540	<p>Termly through:</p> <ul style="list-style-type: none"> <li>● Data check of Teacher assessment and results to track progress</li> <li>● Pupil progress meetings</li> </ul> <p>Monitoring by maths subject leaders</p>
<b>Additional standardised maths assessment of KS2 pupils</b>	KS2 Pupils	<p>Term 2:</p> <p>Year 3 pupils to complete KS1 SATs maths papers.</p> <p>Year 6 pupils to complete KS2 SATs maths papers.</p> <p>Years 4 and 5 to complete end of year maths assessments for previous year to assess any essential gaps in learning.</p>	£225.95	<p>Termly through:</p> <ul style="list-style-type: none"> <li>● Data check of Teacher assessment and results to track progress</li> <li>● Pupil progress meetings</li> <li>● Monitoring by maths subject leaders</li> </ul>

<p><b>Purchase of additional pupil Chrome books</b></p>	<p>All pupils.</p>	<p>Class teachers have been directed to use these to increase usage of Times Table Rockstars and quizzing on Accelerated Reader. Both of these will aid fluency in maths and reading.</p> <p>Year 4 teachers to use these to support the increase % of children passing Year 4 Multiplication Check.</p>	<p>£7,410 on Chrome books</p> <p>£1,642 on licensing</p>	<p><b>Termly through:</b></p> <ul style="list-style-type: none"> <li>• Data analysis of STAR assessments</li> <li>• Pupil progress meetings</li> <li>• ICT Subject lead monitoring</li> <li>• Literacy subject lead monitoring</li> <li>• Maths subject lead monitoring</li> </ul>
<p><b>1:1 or small group tutoring</b></p>	<p>Pupils in Year 1, 2, 5 &amp; 6, identified through STAR/teacher assessment and pupil progress meetings, to address gaps in knowledge and understanding.</p>	<p>Recruitment of TAs support to take small groups for targeted intervention as well as pre-teaching in afternoons.</p> <p>Also to provide additional class cover to release class teacher to lead small group work.</p>	<p>£7510</p>	<p><b>Termly through:</b></p> <ul style="list-style-type: none"> <li>• Data analysis of STAR assessments</li> <li>• Pupil progress meetings</li> <li>• Lesson Observations</li> <li>• Book looks</li> <li>• Pupil Voice</li> <li>• Monitoring by literacy and maths subject leaders</li> </ul>

<p><b>Get Set and Get Moving Plans</b></p> <p><b>Maths at home support guidance</b></p>	<p>All years</p>	<p>Get Set plans sent home Summer 2020 for all pupils with a focus on key areas of learning from that current year.</p> <p>Get Moving plans sent out in relation to Pupil Progress Meetings and addressing significant areas for each year group to focus on, including times tables and spellings.</p>	<p>£0</p>	<p><b>Termly through:</b></p> <ul style="list-style-type: none"> <li>● Data analysis of STAR assessments</li> <li>● Pupil progress meetings</li> <li>● Lesson Observations</li> <li>● Book looks</li> <li>● Pupil and Parent Voice</li> </ul>
<p><b>Increased communication with parents through our school website, Class Dojo and other social media platforms.</b></p>	<p>All years</p>	<p>School website updated with new design, features and information to keep parents well informed of key messages regarding COVID, revised curriculum plans to ensure catch up, etc.</p> <p>Prospective parents informed of current school status through online video.</p>	<p>£0</p>	<p><b>Termly through:</b></p> <ul style="list-style-type: none"> <li>● Analysis of site hits</li> <li>● Parent Voice</li> </ul>

## Wider Strategies

Chosen action / approach	Focus year groups/children	Implementation	Cost	Review of implementation and impact?
Mental Health Awareness Training	All staff and pupils	<p>Two members of SLT (LD &amp; ES) to complete the Mental Health Awareness training and disseminate to staff.</p> <p>LD &amp; ES to create staff and pupil Wellbeing action plans.</p> <p>LD &amp; ES to lead CPD sessions to staff.</p>	£180	<p>Pupil voice</p> <p>Parent voice</p>
Speech and Language assessments	EYFS / Year 1 / Year 2	<p>Identify children with speech and language needs by completing assessments.</p> <p>Relevant staff to be upskilled in planning appropriate interventions and in the delivery of these to meet children's needs.</p>	Already allocated from separate budget	<p><b>Termly through:</b></p> <ul style="list-style-type: none"> <li>• Data analysis – Speech Link, etc.</li> <li>• Pupil progress meetings</li> </ul>

<p>Access to technology – purchase additional staff laptops</p>	<p>All</p>	<p>Teaching staff to have own school laptop to allow for the following:</p> <ul style="list-style-type: none"> <li>• Teachers can facilitate effective home-learning as and when required should bubbles close.</li> <li>• Provide safer working environments by having less sharing of communal IT equipment.</li> </ul>	<p>Already allocated from separate budget</p>	<p>Ongoing review during and following any future national school closures or short term closures of individual bubbles</p>
<p>Total Cost :</p>		<p>£19,303</p> <p>Further funding received in next financial year to be allocated following review of implementation and impact.</p>		