



## COVID Catch-up Premium Strategy

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### COVID Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	187	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£44,880		

## STRATEGY STATEMENT

It is worth noting that although a catch-up focus on attainment and progress is a key priority within school, the main focus and priority that surpasses all others is to safely open school to all pupils and staff in light of the coronavirus pandemic. This has been clearly and consistently communicated to all stakeholders.

At Cleaswell Hill School we are also prioritizing minimizing disruption to learning and supporting pupils' mental health and wellbeing on their return to school and enable a return to our usual curriculum as quickly as possible following full or partial school closure.

Cleaswell Hill School's catch-up priorities link to our school vision, values and curriculum expectations to provide every child with opportunities to acquire skills that will enable them to live happily and successfully. They are encouraged to be creative, enthusiastic and risk taking in their learning. The planned actions outlined in this report focus on reading, maths, PHSEE, Engagement and personalised targets (from Personalised Learning Intention Maps- PLIMs).

In light of the coronavirus pandemic, in line with our school improvement planning, our whole school curriculum is being adapted to meet the needs of the children and support them to catch up. Our tiered approach in response to the Covid-19 pandemic can be accessed through the link; <https://cleaswellhill.northumberland.sch.uk/wp-content/uploads/2020/10/School-response-to-Covid-19.pdf>

School focused on providing a staged Recovery Curriculum supported by identifying the priority needs of pupils on their return to school and the gaps in their learning. This strategy outlines how the catch up funding (which works alongside our pupil premium strategy) will be spent to support this process.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

The overall aims of the catch-up premium strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Internal baseline data shows that more than 24% of pupils are working behind the expected standard towards their PLIM targets– baseline assessments in Appendix A
B	Coronavirus pandemic restrictions: Staff no longer being able to work across the school due to bubbles affects delivery of Intervention programmes creating a support barrier. Time spent on enhanced cleaning – washing hands additionally etc creates a time barrier
C	Lesson/curriculum flow barriers due to isolation. All Phases have had to isolate (some twice) since September 2020. Mixed engagement with remote learning offer. Difficulties, significant for some pupils, on reintegrating back into school routine.

## ADDITIONAL BARRIERS

### External barriers:

D	Low attendance: Autumn 1 2019-20 (September to November) school attendance was 94.16%. This year Autumn 2020-21 school attendance 92.77%. School is working with parents to reassure them regarding their child's safety in school. Close liaison with the EWO and taking all steps to support learning including a well prepared remote learning programme. (see Remote Learning Policy and Tiered Response Plans).  Some pupils are clinically vulnerable and their families have chosen to continue with remote learning.
E	Indices of deprivation 2019 school catchment is ranked 25583 out of 32844 making it in the 8 <sup>th</sup> out of 10 deciles of deprived neighbourhoods in the country <a href="https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019">https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019</a>

## Planned expenditure for current academic year 2020-2021

Quality teaching					
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?
<p>Significant investment in White Rose maths Hub (WRH) resources during Lockdown and currently implementing this teaching approach</p> <p>Numicon maths approach and resources</p> <p>Improve maths resources</p>	<p>Improved attainment in maths from baseline</p> <p>For use with older, secondary students as well</p>	<p>Prioritised subject area with the most important components for progression</p> <p>This curriculum pre-teaches children previous year group objectives at a rapid pace that supports catch up. Pre-prepared narrated slides can be used for remote learning if the class isolates</p> <p>School follows WRH, staff are trained and familiar</p> <p>Consulted NCC maths Lead, Claire Williams, who approves rationale to enhance current provision</p> <p>Responsive to the pupils learning needs</p> <p>Deep Dive into maths curriculum and Progression Model written</p>	<p>Shared with staff during training sessions and subsequent staff meetings</p> <p>Clear deadlines and dedicated staff training sessions</p> <p>Maths Lead monitoring is evidenced in the maths folder on the Portal</p> <p>Claire Williams feedback</p> <p>Subject Scrutiny</p>	Patrick Ford-Hutchinson	<p>Termly</p> <p>(although weekly individual classes are monitored)</p>

<p>Invest in further Letters and Sounds phonics training</p> <p>Time into Sound Reading interventions</p> <p>Launchpad to Literacy</p> <p>Investment in songbirds phonics book</p> <p>Reading plus</p> <p>Tapestry</p>	<p>Identify gaps</p> <p>Improved attainment in reading and writing from baseline assessments</p> <p>Support catch up for more able pupils</p> <p>Support home learning for partial closures</p>	<p>Prioritised subject area with the most important components for progression</p> <p>Whole school cohesive approach to Literacy</p> <p>Staff training on new systems supported by colleagues</p> <p>Pupils access appropriate approach to the teaching of reading. Responsive to their learning needs</p> <p>Deep Dive into Reading/English curricula and Progression Models written</p>	<p>Shared with staff during training sessions and subsequent staff meetings</p> <p>Clear deadlines and dedicated staff training sessions</p> <p>Subject Scrutiny</p>	<p>Emma Steele</p>	<p>Termly</p> <p>(although weekly individual classes are monitored)</p>
<p>Staff Professional Learning and Development</p>	<p>Highly effective teachers focusing on what they do best to support learning across school</p>	<p>1.24 SEND Code of Practice Special educational provision is underpinned by high quality teaching and is compromised by anything less</p>	<p>Lesson observations</p> <p>Learning Walks</p> <p>Staff Appraisal and feedback</p> <p>Staff meetings and discussions</p>	<p>Karyn McMahon</p>	<p>Ongoing</p>
<p>Total budgeted cost:</p>					<p>£14,333</p>

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?
Extensive Intervention Programme	<p>To give support to children who are not meeting PLIM targets.</p> <p>For children to make progress in all areas of learning and behaviour.</p> <p>For children to have additional support to narrow gaps in learning.</p> <p>For children to develop in areas including behavior, social, speech and understanding to be able to access learning.</p>	<p>Evidence-based interventions</p> <p>Knowledge and expertise of staff in school.</p> <p>Interventions chosen due to data in school.</p> <p>Intervention requests and triangulation sheets completed by staff to support intervention lead and assessment lead to provide interventions to target the correct children with the correct support.</p>	<p>Intervention support implemented</p> <p>Planning monitored</p> <p>Sessions evaluated and support future planning.</p> <p>Learning linked to PLIMS</p> <p>Discussions between intervention staff and classroom staff.</p> <p>Pre and post data or PLIM target achieved.</p> <p>Interventions observed and feedback given.</p>	Helen Moulton	Half-termly reviews

<p>Intervention resources</p>	<p>To ensure all staff have a wide range of resources to plan well-structured and engaging sessions to engage and inspire children in their learning.</p>	<p>As children will be removed from class sessions to engage in additional learning, a wide range of resources is essential to motivate and enthuse learners.</p>	<p>Planning monitored</p> <p>Sessions evaluated and support future planning.</p> <p>Learning linked to PLIMS</p> <p>Discussions between intervention staff and classroom staff.</p> <p>Pre and post data or PLIM target achieved.</p> <p>Interventions observed and feedback given.</p>	<p>Helen Moulton</p>	<p>Half-termly reviews</p>
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Academic Mentors	<p>To support children most severely affected by closures to catch up.</p> <p>To ensure children catch up in areas of learning where learning has regressed, stilted or slow progress has been made.</p>	Government funding sector led initiative to address the impact of COVID-19 school closures.	<p>Case studies of progress of pupils</p> <p>Planning monitored</p> <p>Sessions evaluated and support future planning.</p> <p>Learning linked to PLIMS</p> <p>Discussions between intervention staff and classroom staff.</p> <p>Pre and post data or PLIM target achieved.</p> <p>Interventions observed and feedback given.</p> <p>Regular meetings between academic mentors and HM</p>	Helen Moulton Karyn McMahon	Half-termly reviews
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Early Language Programme (NELI)	To support young children overcome language difficulties.  To targeted vocabulary, narrative skills, active listening and phonological awareness.	Evidence based intervention  DFE funded programme through the COVID 19 catch up package	Online training for 4 members of staff.  Resources and lesson plans provided.  Time in the timetable and intervention timetable to deliver to children.  Pre and post assessments	Helen Moulton	Half-termly reviews  HM and AMc 5hours training – cover needed SM and KH 10 hours training – cover needed
Total budgeted cost:					£14,333
Wider strategies					
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?
Increased regulation strategies and resources	Pupils re-engage positively with school and their learning	Pupils' prime areas of need  School Covid Response and Recovery Plans	Discussions between therapy and class-based staff and parents	Phase leaders/Teachers/Occupational Therapists/Speech and language Therapists	Half-termly reviews
Total budgeted cost:					£14,333

Appendix A  
Baseline Assessments