

Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation £15,280

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

In July 2020, following robust assessment of all of our children on their return to school, it was deemed that the school's closure had the biggest impact on our youngest children. Many children started nursery in June 2020 at a standard below where we normally expect children at this age.

Teaching and whole school strategies

- *High quality teaching for all*
- *Effective diagnostic assessment*
- *Supporting remote learning*
- *Supporting Early Career teachers*
- *Focussing on professional development*

		Person/Team Responsible	Cost
A	Quality-first teaching is not always supported by the most recent evidence-informed professional learning. Not all teachers and leaders have engaged in the most recent evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).	CJ	ALP £1000 (2 SLT members) AE £50 per teachers (10 Teachers)
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Targeted Academic Support

- *High quality, one to one and small group tuition*
- *Teaching Assistants and targeted support*
- *Academic tutoring*
- *Planning for pupils with special educational needs and disabilities*

		Person/Team Responsible	Cost
B	Extra member of staff hired on a temporary contract to work alongside the Upper Foundation Stage teacher.	CJ & AL	£11,780

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p>Inconsistencies in understanding and practice exist from school to school.</p> <p>Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p>Feedback does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p>Pupils do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p>Active Ingredient 1: Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p>Active ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including retrieval practices, feedback,</p>	<p>Equity – access for all to core evidence informed professional learning through EBE's ALP and Assessment Essentials course.</p> <p>Opportunities to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for review and collaboration conversations.</p> <p>Opportunity for assessment leads to co-design and co-deliver professional learning to teachers and support staff.</p> <p>Collaborative approach to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p>Fidelity</p> <p>Short term: Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p>Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p>Short term: All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can make better decisions about what</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote). Feedback from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>editing and reviewing. Active ingredient 7: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding. Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity.</p> <p>Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups.</p> <p>A responsive curriculum offer is built taking account of assessment information.</p>	<p>happens next. Medium term All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
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B. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>More children than usual entering our Upper Foundation Stage don't have all the age-appropriate skills to be ready to start full-time education.</p>	<p>Active Ingredient 1: The temporary teacher will work remotely with the Upper Foundation Stage class teacher from July 2020 sharing plans and best practice.</p> <p>Active Ingredient 2: The temporary teacher will be supported by the Upper Foundation Stage class teacher in the autumn term.</p> <p>Active Ingredient 3: The temporary teacher will use this support to develop her own practice.</p>	<p>Opportunities to work alongside the class teacher whilst planning.</p> <p>Opportunities to observe the class teacher interacting with children on a daily basis.</p> <p>Opportunities to watch how children are assessed and how this is recorded.</p> <p>Drop-ins from members of the senior leadership team to review the current practice and to support in developing it further.</p>	<p>Short term: The temporary teacher will understand the daily routines of the classroom. The temporary teacher will understand how to support groups of children in reading, writing and maths that are at risk of not reaching the expected level by the end of the year.</p> <p>Medium term: The temporary teacher will be able to lead the teaching of the children in the class on her own with less support from members of the senior leadership team.</p>	<p>Short term: The children will quickly catch up with their reading so that they are all accessing Phase 3 in the autumn term.</p> <p>Medium term: The targeted children make accelerated progress in reading, writing and maths so that they achieve in line with many of their peers in the spring and summer term.</p> <p>Long term: The children are ready to move to Year 1 with the all skills that they need.</p>