



Frimley Church of England School 2020/21 COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	342	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£27, 360		

STRATEGY STATEMENT

At Frimley, we are committed to providing the highest quality education for all our children and it is our goal to foster in our students a love of learning, strong morals and character and a genuine respect for others, prepared in every way – intellectually, morally and socially – for the world that awaits them. We are aware that some of our children have been effected by COVID-19 and the partial lockdown and plan to use our catch up funding to:

- reduce the attainment gap between our disadvantaged pupils and their peers;
- raise the attainment of all pupils to close any gaps created by COVID-19 partial school closures.

We have followed EEF guidance and rationale in making decisions on how to spend our catch up finding: *'Great teaching is the most important lever schools have to improve outcomes for their pupils.'*

We have approached our catch up plan in 3 tiers: teaching, targeted academic support and wider strategies.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading: Significant gaps in phonics and widening of gap of children that read widely and those children that don't, particularly for SEND and PP children.
B	Writing: Children have lost essential skill of writing stamina and gaps in basic skills in spelling and grammar have widened.
C	Maths: Specific content has been missed leading to gaps in learning. Understanding of 'Number' is not secure and some children are not confident in basic number recall and calculation strategies. Need more opportunities to practise applying number knowledge to investigations.

ADDITIONAL BARRIERS	
External barriers:	
D	Ongoing COVID-19 related absence: Children still missing out on direct teaching due to having to self-isolate. Home-learning is provided in line with what is being taught but this is dependent on: child's intrinsic motivation; access to technology; parental support etc.
E	Resilience/learning behaviours: Children have got "out of the habit" of concentrated periods of learning. Need to maintain high pupil engagement for all students whether at home or at school.
F	Parental engagement: Lack of engagement results in some children not being supported with home learning either as part of weekly tasks set to be completed at home or during periods of partial school closures/self-isolating etc.
G	Anxiety: Children identified as 'Vulnerable' prior to lockdown have increased anxiety.

Planned expenditure for current academic year

Quality Teaching for all					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost?
6 Key principles for outstanding teaching and learning: provide training and opportunities for staff development	<p>More 'outstanding' teaching observed across the school</p> <p>Teachers feel more confident in delivering 'outstanding' lessons for all pupils, within confines of the school's COVID Risk Assessment</p>	<p>Learning Walks</p> <p>Informal observations</p>	DHT	Termly Teaching + Learning reports shared with Governors	N/A
Detailed recovery curriculum and home learning curriculum produced	No learning time is lost due to isolation or lockdown	<p>Regular reviews of coverage of recovery curriculum</p> <p>Monitor content of home learning</p> <p>Feedback from parents</p>	MLT	Regularly at MLT meetings	Resources: £20.00

Remote learning training established and resourced adequately	All parents sign up to Teams to allow weekly 'live teaching' during any bubble/partial school closures Teachers and support staff confident with remote learning strategies and have resources to be able to deliver learning from home	Communication with parents Staff to regularly rehearse remote learning strategies within teams in school	DHT	Half-termly	Set up costs: £460
Targeted Academic support					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost?
'Catch up' teachers employed and assigned to year group bubbles in order for year group to best decide how to utilise the additional support: <ul style="list-style-type: none">• release class teachers to implement interventions• gaps identified by class teachers	Targeted support enables class teacher to work with individuals or small groups on focus areas Teacher providing high quality intervention	Class teachers will keep a record of the individuals/groups who have had interventions and will regularly review progress in terms of both formative and summative assessments.	MLT	Formally at termly PPMS Informally at MLT meetings/PPA ** Review at Feb ½ term	** Minimum of £13823
Appoint additional support staff (LSA 3 days a week, HLTA 2 days a week) to allow for more interventions across the school	Targeted support for individuals or small groups on focus area to improve attainment and progress and close any gaps in learning	Discussions at PPA and feedback to CT	Inclusion Leader	Formally at termly PPMS Informally at MLT meetings/PPA	£10014

Purchase additional resources to support SEND children (Clicker and resource packs)	SEND children supported to make more than expected progress SEND children have access to personalised pack of resources – to be used in school and/or for remote learning	Inclusion Leader to work with lead LSA/CTs to discuss impact of resources on academic progress/confidence etc	Inclusion Leader	Formally at termly PPMS PPA/Teacher meeting discussions	£450
Purchase additional resources to support Phonics and writing	Targeted children make more than expected progress and close any gaps that may have widened due to partial school closure	Inclusion Leader and English Leader to work with CTs to discuss impact of resources on academic progress	Inclusion Leader/English Leader	Formally at termly PPMS PPA/Teacher meeting discussions	£50
Wider strategies					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost?
Ensure adequate support put in place to support children/families who display raised anxiety levels	All pupils' social, emotional and behavioral needs well supported by appropriate staff members All children have an identified member of staff to talk to about concerns	Timetable in place to support identified children Regular feedback provided to Class teacher and Inclusion Leader	Inclusion Leader	Half-termly	Resources – books £50
Well-being programme implemented across whole school through PSHCE lessons and enrichment days	All staff support the well-being of the children in their class All staff are equipped and confident to deliver the well-being lessons/days	Monitoring of Enrichment days Monitoring of curriculum coverage	Mental Health Champion	Ongoing	

Train 2 ELSA's (using current nurture staff)	Two ELSAs fully trained. ELSAs have increased access to wide range of resources to support pupils	Training completed Timetable in place to support identified children	Inclusion Leader	Dec 2020 (when training is completed)	£820
Purchase "Now-press-play" scheme	To inspire and stimulate children by making learning meaningful and memorable To extends children's life experiences	Pupil questionnaires Discussions with teachers	DHT	Ongoing	£2196
Establish new systems for parent evenings to ensure regular dialect between and home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	Feedback following parents evening – parent questionnaires	SLT	Autumn and Spring Term	N/A
Total spend					£27883

ADDITIONAL INFORMATION

**** Point to note:**

Review impact of employing additional full time teacher at February half-term – look at internal tracking data, teacher and pupil consultations and case studies:

Full time additional teacher employed until Feb half-term. Part time teacher employed from March to July (2 mornings per week).

Consider employing a further teacher if there has been successful impact of current support to release teachers to teach children individually or in small groups.