



Ash CE VC Primary School

The Catch-up Premium 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION		
Total number of pupils:	176	
Total catch-up premium budget:	£8540	

STRATEGY STATEMENT

Our Catch-up Strategy aims to address key gaps in learning identified during the Autumn term 2020. We also aim to maximise opportunities for emotional development, particularly for those who are disadvantaged or already at risk of delay in this key area.

Our AIMS

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure that every child has support to be a confident reader
- To ensure every child with SEND makes progress
- To ensure every child has support with emotional development, and those at risk of delay have targeted support

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading Age/ Engagement
B	Engagement in remote learning
C	Emotional Development

ADDITIONAL BARRIERS

External barriers:

D	Attendance
E	Technology at Home
F	Low Aspiration/ Rural Context

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?
High Quality Remote Learning	All pupils have access to a functional device for GC Increased access to GC Parents and pupils show high levels of engagement. Pupils are able to produce high quality work, both at home and school	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/ The review also highlights the importance of access to technology and finds that getting pupils to interact with each other in online learning environments – for example, through peer marking – can boost the impact of remote learning. Monitoring the progress pupils are making during remote learning is also key and the report suggests that it can be helpful for teachers to provide support and strategies to enable pupils to work independently.	CPD sessions for staff. Weekly think piece and file share for online learning resources Application of the Rosenshine principles across the remote context Parent/ Pupil Survey Work Share/ Scrutiny Feb 21 with follow-up actions	RB/SI	½ termly

Targeted support

CPD Peer to Peer Support Model/ Rosenshine Principles of Instruction

<https://thenationalcollege.co.uk/webinars/applying-rosenshine-s-principles-of-instruction-to-establish-effective-teaching-practice-and-support-student-catch-up>

Teacher Confidence in remote learning

Barak Rosenshine (1930 – 2017) was a professor in the Department of Educational Psychology at the University of Illinois. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice. His 2010 'Principles of Instruction' are grounded in a varied range of evidence from three sources:

1. **Cognitive science research** focusing on how the human brain acquires and uses new information. This provided insights into how to overcome the limitations of working memory when attempting to learn new things.
2. **Direct observation of 'master teachers'**, those whose students made the most academic progress as measured by attainment tests. These focused on aspects such as how they presented new information and made explicit links to prior learning, how they monitored and assess the understanding of their students, how they provided opportunities for rehearsal and practice, and the types of support used to scaffold the development of understanding and retention of knowledge.
3. **Research on cognitive supports and scaffolds**, such as the use of models and instructional procedures, that helped students to learn complex tasks.

CPD sessions for staff.

Rosenshine principles resources and book

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?
Targeted Reading Intervention Teacher intervention 1 day per week Start w/b 1.2.21 - w/b 19.7.21 (22 weeks) Total cost: £4,290.00	Every child identified will have improved reading age and engagement in reading/ comprehension./ decoding strategies	<u>Oral language interventions</u> which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. <u>Phonics approaches</u> – as part of a balanced approach – have been found to be effective in supporting younger pupils (4-7 year olds) to learn to read. <u>Reading comprehension strategies</u> focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. https://educationendowmentfoundation.org.uk/school-themes/literacy/	Teacher Supervision Review pupils and data ½ termly		

Emotional Development Intervention ELSA Time: Contract: 01/02/21 - 31/8/21 1.5hrs per day £2,198.00 Thrive Subscription: £458.00	Children will make progress in their emotional development according to THRIVE assessment Those at risk of delay will have individual planned THRIVE for home and school	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	ELSA supervision from SENCO Action Plan review for identified pupils	RD	½ termly
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Targeted Technology Support (Devices) Chromebook & License £290.00 each X 4 devices £1,160.00	Children who have no access to online learning at home will receive a device to support them.	The review also highlights the importance of access to technology and finds that getting pupils to interact with each other in online learning environments – for example, through peer marking – can boost the impact of remote learning. Monitoring the progress pupils are making during remote learning is also key and the report suggests that it can be helpful for teachers to provide support and strategies to enable pupils to work independently. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/	Engagement review weekly with teachers, remote learning resources and GC sessions for parents. Technical support from Network Manager		
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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?
Improve attendance of Pupil Premium and SEND pupils	The rate of persistent absence in this group reduced. Most pupils will have attendance in line with peers.	Pupil premium (21 pupils) 86% SEN Support (20 children) 88% The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Link between attendance and attainment https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance/	Ensuring effective data systems and leadership are in place around attendance, to ensure the targeted implementation of intervention and support for students. The use of 'nudge texts' directly to the 'at risk' students to encourage them to attend school more regularly. In school monitoring and support of students to keep their attendance on track. New attendance leaflet	RB	½ termly

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?
Outdoor Learning for all Forest School resources £300		The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/			
Total budgeted cost:					£8,406.00