

Grand Avenue Primary and Nursery School - COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	669 (including Nursery) 613 (without Nursery)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£49,040		

STRATEGY STATEMENT

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- Catch-up priorities
Well-being and good mental health of all pupils
Standards in Maths and English
- Core approaches being implemented
Targeted support for all pupils who are behind ARE in Maths and English (known as the GAP project)
Extra teaching staff employed to work in bubbles
Training for all staff in Quality First Teaching
Availability of a trained counsellor
Availability of a trained bereavement counsellor
Availability of ELSA
Use of technology , such as Google classroom for remote learning
Use of hardware , such as laptops and Winbooks
Review of pupils needs termly, including use of tutors if appropriate
- Aims of catch-up premium strategy
Ensure all pupils enjoy good mental health and a positive approach to school and learning
Reduce the attainment gap between vulnerable pupils and their peers
Raise the attainment of all pupils to close any gaps created by COVID-19 school closures
Regain pupils resilience and exemplary learning behaviour

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of Mathematics and English
B	Gaps in learning
C	Anxiety/Mental Health/attitude to learning

ADDITIONAL BARRIERS

External barriers

D	Home learning environment
E	Attendance - Sickness/Self isolating
F	Access to technology

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?
Quality first Teaching for all Staff	All staff trained and confident to use QFT approaches	QFT known approach to support personalised learning	Through SLT /MLT learning walks, data drops, book looks and planning scrutiny	SLT	February 2021
Employ additional teaching staff to support each year group.	Pupils have access to high quality teaching on a regular and frequent basis	Teachers employed are trained and experienced professionals	Scrutiny of timetables	SLT	December 2020

					Total budgeted cost:	
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?	
Use of technology to support learning	Purchase of a class set of Winbooks Pupils able to access learning both at home and school	Winbooks known to be suitable hardware and are compatible with software used	Records kept of when Winbooks used Ask for feedback from families using Winbooks at home	SLT	March 2021	
	Staff trained in using Google classroom to set remote learning	Google classroom meets needs of teachers, parents and pupils as a way of continuing learning at home	Reviewing use of GC	Class teachers	From October 2020 onwards	
Targeted support for pupils not on track to achieve ARE at tend of academic year – known as the Gap Project	85% of pupils to achieve ARE by end of academic year for Maths and English	Targeted interventions such a pre-teaching and 'scoop groups' led by teachers are known as strategies that accelerate progress (FFT)	See GAP project action plan Data recorded on SIMs	MLT AA/KM/NA	Half termly from October 2020	

Total budgeted cost:					
Other approaches					
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?
Close monitoring of attendance rates and liaison with EWO	Records show patterns or concerns regarding attendance Families supported where needed EWO advice followed Pupils attending school regularly (over 90%)	Poor attendance known as a factor in low levels of attainment and progression (FFT) Previous work in school on supporting families regarding attendance shows good outcomes	Data and records will show close monitoring and support given/available	AM	Half termly data drop Ongoing scrutiny of attendance records

Professionals and trained staff to provide emotional support in school eg ELSA sessions, bereavement counselling, clinical psychologist and SEMH cluster	Pupils supported with emotional well being	Trained counselling known to support pupils through times of emotional distress Support for school from experts and professionals	Inclusion manager and SENCo to monitor provisions, access to provision and impact of provision	SP/CW	Ongoing
Counsellor employed to be in school one day a week	Pupils needing professional support and advice have access to a trained counsellor	Trained counsellor's previous work with school	Nominations from staff monitored to ensure equality of opportunity for all pupils. Maintain ongoing list of pupils requiring support and review regularly	SENCo/CW	Termly
Clear communication channels with parents as to alternative approaches to school procedures due to pandemic eg- reading books, parents evening, Nativity	Parents informed, involved and have a good understanding of what is happening in school and why Where changes to procedures or routines are made parents are fully informed and understand the rationale behind the change. A lessening of anxiety for families	We aim to lower levels of anxiety amongst families by keeping them informed and engaged Research shows a direct correlation between how parents engage with a school and their child's progress.(FFT)	Ensuring parents are aware of how to contact school and through which channel Plain English used in all letters and emails, with jargon avoided Standard letter formats used for ease of communication/information Careful consideration given as to when communications are made and through which format	SLT Office staff	ongoing

Signposting to and sending home high quality resources to support families with anxieties and to promote positive mental health eg videos, activities, specialist advice	Families have awareness of and access to resources available Resources used and have a positive impact	Recommended information and advice from school can support families , can save time searching for appropriate resources and ensures resources used are of a high quality	Feedback from families	SLT	ongoing
Explore use of tutoring for some children	Child matched with appropriate tutor and programme of study Tutoring sessions organised and take place Child makes accelerated progress	One to one tutoring with qualified professional providing targeted support, leads to accelerated progress	Close monitoring of content of tutor sessions Data scrutiny of child's progress	SLT SENCo	Regular meetings arranged to discuss programme
				Total budgeted cost:	