

Covid-19 Catch Up Premium Funding Strategy 2020-2022

Our School Vision

Picture a school at the heart of the community, surrounded by nature and where the children can't wait to arrive in the morning because they know that they will experience the excitement and joy of learning.

Picture a school where the children are *inspired* to aim high and believe that their dreams are achievable because they will have developed the skills and knowledge needed. They have the confidence to challenge themselves because they know that their mistakes will only make them stronger. They will flourish and become all that they aspire to be.

Picture a school where the children are *nurtured* to be the best that they can be. They know that school is a safe and inclusive place because they have seen that all are welcomed and cared for. They will show compassion in all that they do and will make society a kinder place for all.

Picture a school where the children are celebrated for being unique individuals who together form a strong and united team. They become active and creative citizens who will *achieve* amazing things throughout their lives and develop a better future for all.

Picture Wraxall Church of England Primary School – *Inspiring, Nurturing, Achieving*

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.'

The school vision also reflects the Church of England's Vision for Education and supports the promotion of Christian values. Our vision is based around elements of 'The Parable of the Sower'.

"The seeds sown in good soil" Mark 4: 13-20

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrate our values, we are helping our school to grow and flourish and enabling our community to live "life in all its fullness" John 10:10

Our School Christian Values

Our School's Christian Values are demonstrated in all that we do and say

***Compassion * Responsibility * Respect * Perseverance * Friendship * Honesty * Courage**

Catch Up Premium Spending Summary

	2020-2021 (Data from Autumn 2020 Census)	2021-2022 (Data from Autumn 2021 Census)
Total number of pupils on roll	97	78
Proportion of pupils R-Y6 (Ever 6 FSM)	10 Pupils	6 Pupils
Proportion of learners with SEND	10 Pupils	6 Pupils
Catch up allocation	Approx £7,100	
School Lead	Amy Townsend	
Staff delivering interventions	Class Teachers, Support staff, Qualified Teachers and Andy Baker	
Publish date	December 2020	December 2021
Shared with governors	February 2021	
Lead governor monitoring	Jess Valentine (CofG from January), Rosie Gloyns (PP and SEND Lead Governor)	

The government has allocated approximately £7000 to Wraxall C of E Primary School to support Catch Up initiatives following the reopening of schools. The information below outlines how this funding will be targeted and the intended impact.

Strategy Statement

Our catch up priorities can be seen in our tiered approach to catch up funding (Appendix 1).

We aim to

- Support pupils mental health and wellbeing so that they are in the best possible place to flourish and learn
- Enhance teaching provision to ensure robust formative assessment and high-quality feedback
- Reduce the attainment gap between our disadvantaged pupils and their peers
- Raise the attainment of all pupils to close the gap created by Covid-19 school closures

The core approaches that we are using include whole class teaching, targeted academic support and wider strategies

- Small group and 1:1 targeted tuition by a qualified teacher
- Evidence based interventions
- High quality and impact resourcing
- CPD for all staff
- Clear communication between stakeholders

Priority Areas for Catch-Up Funding

Priority area 1

Following whole class teaching, Teacher led 1 to 1/small group tuition (all classes - focus on Reading, Writing and Maths)

Priority area 2

TA led NELI programme for Reception and Year 1

Priority area 3

Purchase programmes to support spelling and maths across the school

Priority area 4

Coaching through the 'Theraplay' programme to develop self-regulation strategies and peer-to-peer social skills in Year 1/Year 2 class

Priority area 5

Reduce Pupil Anxiety and support pupils in reflecting on and moving forwards with their feelings about the school closures and pandemic and to support transition of pupils into their new classes

Teaching

Targeted Academic Support

Wider Strategies

Catch-Up Funding Initiatives				
Precise Action	Delivered by	When	Budget	Intended Outcomes
1.1 Assessment Lead, Maths and English Leads to identify children for Catch Up tuition from QLA and wider data	AT/MK/TH/NB	December 2020 January 2021 June 2021	2 x days supply cover	Children who have been the hardest hit by missed schooling will receive additional support in order to make accelerated progress and catch up with their peers
1.2 Pupil progress meetings with each teacher to identify gaps from QLA and wider data Identify which children will receive 1 to 1 and small group tuition. Followed up in staff meeting.	AT and Class Teachers	February 2021 Staff Meeting March 2021	No cost – during lockdown	Teachers have a clear understanding of the individual and cohort gaps and know the expectations of them in terms of the planning, deliver and assessment of 1 to 1 and small group tuition
1.3 Share Covid-19 Catch-Up Plan with all staff	AT	Staff meeting: 02/03/2021	No cost	Staff will understand the school priorities and why these have been chosen. They will know what role they play in implementing the Catch Up plan
1.4 Places booked on Lowest 20% & Early Readers training via. Teaching School	AT to organise All staff to attend	22/02/2021	No cost	All staff to have an understanding of reading development, different strategies that can be used with lower attaining readers and ultimately this will support the delivery interventions taking place and raise pupil attainment and progress in reading.
1.5 CPD of all staff linked to key priorities including Reading, Writing, Maths, Wellbeing	AT and curriculum leads All Staff	Ongoing	Cost to be paid for out of supply budget and catch-up funding.	Whole school development actions are achieved alongside individual development points.

1.6 Phonics CPD across whole school – including KS2 specific, Bug Club Phonics	AT and curriculum leads All Staff	Ongoing	Cost to be paid for out of supply budget and catch-up funding.	There is a clear understanding amongst all staff about phonic development and how to support this throughout the Primary Stage. Children receive high quality phonics input which impacts on their application of phonics in reading and writing leading to high outcomes in these areas.
1.7 Additional Moderation opportunities to identify current attainment and support in identifying gaps.	AT All Staff	Ongoing	No cost – staff meeting time used	Staff are confident in making assessments and in their assessment for learning and can identify gaps in pupil learning, ready to put in place pupils' next steps.
1.6 Book quality supply teacher to deliver 1 to 1/small group interventions	AT	March 2021	Total of 150, 60 minute sessions (sessions to be split into smaller time sessions) = £5000 (targeted children receiving at least 1x tuition weekly)	Children will receive high quality interventions delivered by a teacher who knows them Children who have been identified as falling behind will reach their targets by the end of July 2022
1.7 Employ quality tutor to deliver school-led tutoring.	AT	March 2022	Remaining Covid-19 funding	Children will receive high quality interventions delivered by a teacher who knows them Children who have been identified as falling behind will make rapid progress by July 2022
1.8 Parents informed about the intervention programme that their child will be participating in. Whole school information for parents about the catch-up funding programme.	AT to produce an overview Class Teachers to discuss with parents	March 2021	None	Parents will be in a position to support their child's individual tuition
1.9 Intervention Leads communicate regularly with Teachers to share assessment updates on individual children and successful strategies	Intervention Staff (TAs and Supply Teachers) and Class Teachers	Weekly on Tuesday at the end of the day (built into staff meeting time)	Included in the supply hours budgeted above	Children will have a joined up experience between learning in class and during intervention time
1.10 Physical development intervention led by trained PE coaches, to be delivered to pupils needing physical development interventions/	LG Premier Sport (PE Coaches)	Weekly session for each group	£1000	Children will have an opportunity to develop specific gross motor, balance and co-ordination skills which will support their progress in other areas of learning.
2.1 TA to receive training – (TIME) on NELI programme	ND TH to oversee	w/b	£300	TA is confident with the intervention materials, delivering these and making accurate and meaningful assessments
2.2	TH	w/b March 2021	None	Parents are aware of the NELI programme and how it will work and are able to support

Parents to be informed of their child's participation in the NELI programme and ways to support their child shared with them				their child using some of the same strategies ensuring consistency between home and school.
3.1 Set up programmes for spelling and maths for pupils across the school from Year 1-Year 6, including purchasing individual programmes and resources as needed.	LA	W/b 08/03/2021	£1000	Children receiving targeted spelling and maths intervention make accelerated progress as evidenced by programmes assessments.
1.11 SEND specific CPD – developing staff understanding of an inclusive classroom, precision teaching, self-regulation and working memory.	AT Class teachers	March 2022	£60	Staff will have a better understanding of strategies to support SEND provision within the classroom, wider social situations and through interventions.
4.1 Book Lead teacher for pupil engagement and SEND to train support staff to develop self-regulation strategies and Peer-to-peer social skills in Year 1/2	AB LA LG	January 2021	None	Children will demonstrate positive social skills and use different strategies to self-regulate which will have a positive impact on their progress by reducing behavioural issues
4.2 Share with parents approaches they can use with their children to develop self-regulation strategies and Peer-to-peer social skills in Year 1/2	AB LA LG	March 2021	None	Parents will be able to support their Children in demonstrating positive social skills and use different strategies to self-regulate which will have a positive impact on their progress by reducing behavioural issues
5.1 Staff to attend anxiety training led by Lead teacher for pupil engagement and SEND – exploring individual and whole class anxiety.	AB All staff to attend	11 th February 2021	None	Staff will have a strong understanding of anxiety and how to talk to children about it. Children will be able to talk about their worries and explain how they are feeling in a positive way.
5.2 Share with parents anxiety training led by Lead teacher for pupil engagement and SEND – exploring individual anxiety.	AB AT	February 2021	None	Parents will have a better understanding of anxiety and how to talk to their children about it. Children will be able to talk about their worries and explain how they are feeling in a positive way. Consistency between home and school.