



Holybrook COVID-19 Catch-up Premium Report



Holybrook COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	208	Total catch-up premium budget:	£15,640
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Overall aims of the catch-up premium strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school

Planned expenditure for current academic year

Quality of teaching for all

Objectives / Target	Planned Actions	Success Criteria		Staff lead	When will you review this?
Adapt curriculum planning to address missed objectives and consolidate the basics.	<ul style="list-style-type: none"> • Staff meeting time allocated to mapping the recovery curriculum • Curriculum objectives are highlighted and identified as not taught or taught and those essential for progress • 'Missed' objectives annotated to show when these will be addressed • Further application of core 	<ul style="list-style-type: none"> • Staff understand how to amend and adapt the curriculum to address lost learning • Children work through well sequences, purposeful learning schemes • Clear reviewed curriculum plans are in place 	<p>Curriculum plans to be reviewed by subject leaders</p> <p>Subject leaders will be allocated 1.5 hours each week (on a rota) for a half term enabling them to fully understand coverage and the needs of the</p>	<p>Subject leaders to review planning for their subject.</p> <p>Subject leaders (check coverage and delivery</p>	<p>Half termly</p> <p>1st review May 2021</p>

	<p>subject skills to be built into the wider curriculum for 2021/22</p>	<ul style="list-style-type: none"> • Essential/foundation concepts are taught • Pupils have the knowledge and skills necessary to progress in their learning • Teachers know when and how missed learning will be addressed. 	<p>children</p> <p>Summer Term Monitoring Schedule – learning walks will check lessons being taught against planned recovery curriculum</p> <p>Subject leaders to feed back findings at planned staff meetings</p> <p>Subject leaders to feed back to SLT after each half term and briefly overreach half term with softer data</p>	<p>through planned monitoring)</p>	
<p>Whole class interventions</p>	<ul style="list-style-type: none"> • Teachers in KS2 deliver 3x spelling lessons a week One of these will be focused on using LbQ and revising previously taught/missed skills. Weekly assessment to take place of ARE and previous year group spellings • LBQ used in every class at least once a week to support pupils' retrieval and long term learning for SPAG, reading and maths 	<ul style="list-style-type: none"> • Gaps are filled in pupils' knowledge and understanding of spelling rules/patterns • ARE skills are targeted alongside catch up • Whole school approach to teaching of and application of spellings • Children are able to retrieve key knowledge and develop increased fluency. 		<p>CL / JJ / SB / PW /CW/ CS</p>	
<p>To provide CPD to teachers on high quality teaching for all.</p>	<ul style="list-style-type: none"> • Whole staff CPD for research based high quality teaching (EFF) – Neuroscience, metacognition, working memory, long term memory/schema, low stakes 	<ul style="list-style-type: none"> • Teachers develop a broad array of teaching strategies that positively impact upon long-term learning 	<p>CPD calendar updated with aims and success criteria for sessions</p>		

	assessments & remote learning	<ul style="list-style-type: none"> • Every teacher is supported and able plan and deliver learning opportunities to achieve the best outcomes for pupils • All staff effectively use retrieval practice to ensure that prior learning is not lost 	<p>Content of CPD based on evidence-based practice</p> <p>Delivery of CPD by staff knowledgeable about and experienced in pedagogy underpinned by cognitive science</p> <p>CPD format follows best practice advice and guidance such as the DfE's Standards for Teachers' Professional Development.</p>		
To develop an effective remote offer that supports the learning of pupils while schools are closed due to Covid-19	<ul style="list-style-type: none"> • Staff CPD on ensuring the elements of effective teaching are present –e.g. clear explanations, scaffolding and feedback • Providing access to technology (laptops and internet dongles) • Provide access to other ways of working for individual children or families as required e.g. Paper packs, small group sessions. • Remote Learning Approach and Policy written • Teachers and Support staff training on the Learning Platform Microsoft Teams • Parent support to use class 	<ul style="list-style-type: none"> • A strong remote learning offer is in place to support children learning at home as a result of isolation or a self-isolation or national lockdown • Remote learning curriculum is broad and balanced reflecting, as far as possible, that taught in school. • An online learning platform is in place and all staff are trained in its use • Weekly homework activities are uploaded and feedback to pupils given accordingly • Pupil engagement levels are high (90+%) 	<p>SLT added to all classes Microsoft Teams teams/class groups</p> <p>Monitoring schedule to include remote learning checks</p> <p>Pupil and Staff feedback</p> <p>Engagement data</p> <p>Curriculum Impact Meeting outcomes</p> <p>Learning by Questions assessment data</p>	CL / JJ / SB / PW /CW/ CS	

	<p>Microsoft Teams – Video tutorials and staff available over the phone</p> <ul style="list-style-type: none"> • Implement Learning by Questions • Pupils to regularly rehearse using Teams e.g. in computing 	<ul style="list-style-type: none"> • Pupils make at least good progress in their learning • Staff have access to rich formative and summative assessment information • Pupils have the skills and knowledge ready to resume remote learning if needed 			
<p>To ensure that assessment is used accurately to enable teachers to determine how to most effectively support their pupils</p>	<ul style="list-style-type: none"> • On arrival back in March baseline assessments are carried out and areas identified for intervention • Verbal questions, and low stakes quizzes used to diagnose gaps in learning and informing teaching. CPD to teachers on effective retrieval practice • Learning by Questions implemented • Ensure assessment makes explicit the nature of termly assessments. • Investigate further online assessments – Star Assessment 	<ul style="list-style-type: none"> • Analysis of individual data (tests, pupil’s books) will show that gaps have been filled and progress is being made • Pupils regularly engage with LBQ • LBQ provides rich formative and summative assessment data 	<p>Data Analysis</p> <p>Curriculum impact meetings</p> <p>Learning by Questions assessment data</p>	<p>CL / JJ / SB / PW /CW</p>	
<p>To ensure effective transition</p>	<ul style="list-style-type: none"> • Establish a designated section of the website • Children stay with class teachers until 5th October • Curriculum maps highlighted to identify areas where pupils are likely to require additional support or catch up opportunities 	<ul style="list-style-type: none"> • Pupils’ wellbeing and learning needs are assessed enabling teachers and other school staff to provide effective support • Pupils return to school ready to learn and prepared for this stage of their 	<ul style="list-style-type: none"> • Transition guidance shared with staff • Pupil voice • Parent voice • CPOMS records 	<p>CL / JJ / SB / PW /CW</p>	

	<ul style="list-style-type: none"> • Baseline Assessments completed • Mental Health and Wellbeing Lead provide teachers with activities to boost resilience and self esteem e.g. EduKit Bounce back pack • Liaison with secondary schools to plan transition activities for current Year 6 • Zones of Regulation launch as a tool for supporting children's wellbeing and emotional regulation. Information will added to website so that strategies can also be used at home. Calming strategies MMd to parents. • Additional mentoring slots offered as part of the new 'Chatterbox' system so that children have someone to speak to if they are worried. Children can self-refer to these. • Liaison with secondary schools with Covid-safe visits booked for high school staff to visit Year 6 pupils. Sharing of relevant information. • Year group specific parents information film developed and shared to outline year 	<p>education</p> <ul style="list-style-type: none"> • Opportunities provided for teachers to share information about pupils' strengths and areas for development • Teachers have a good understanding children's gaps in learning • Children understand the expectations as regards their work and behaviours upon returning to school • Parents understand the expectations and how to support their child. • Children are confident about and prepared for secondary school • Parents understand the ways in which the school is helping their child to recover and supporting their children at home • Pupils feel that they can manage complex emotions. • Pupils have a 'voice' and know that their concerns, including those around Covid, are listened to and acted upon. 			
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	<p>group expectations and how the can support catch up.</p> <ul style="list-style-type: none"> We will ensure all teachers have the opportunity to discuss curriculum gaps upon class handover 	<ul style="list-style-type: none"> Children can manage their behaviours reducing negative incidents 			
LBQ – £7500 Laptops/devices - £8339.40 Cost:15,839.4					

Targeted Support					
<p>To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets</p>	<ul style="list-style-type: none"> Curriculum impact meetings scheduled to be half termly to agree teacher led interventions – content determined by analysis of baseline assessments and ongoing formative assessments. After school small group tuition delivered by Holybrook staff - for all year group 1 – 6 Teachers and support staff deliver same day interventions for closing the gaps and addressing misconceptions. Teachers and support staff deliver weekly interventions to address identified gaps across school from R-Y6 Additional daily phonics lesson timetabled Small group phonics delivery. 	<ul style="list-style-type: none"> Interventions follow assessment, ensuring that support is well-targeted pupil progress is monitored Sessions are carefully timetabled to enable consistent delivery Targeted support for children with speech and language needs will lead to accelerated development for those children Gaps in learning are quickly and effectively addressed Pupils make at least good progress from their starting points post-lockdown. Pupils are on track to attain at standards broadly in line with pre-Covid predictions 	<ul style="list-style-type: none"> Intervention overviews completed for each class Interventions monitored by SLT. This is included on the monitoring overview. Curriculum Impact Data Monitoring and evaluation of lessons and learning 	<p>CL / JJ / SB / PW /CW/</p>	

	<p>Based on baseline assessments – delivered by teachers and support staff.</p> <ul style="list-style-type: none"> • Weekly Speech and Language sessions delivered by pastoral and support staff for identified children. • Precision teaching sessions delivered at least 3 x week by fully trained support staff to address gaps in literacy and numeracy. • Wellcomm speech intervention delivered weekly in Nursery, Reception and Year 1 to address gaps in speech and language. 				
Staff overtime - £1,216					

Other approaches					
<p>Parents and carers are supported to help their child with learning</p>	<ul style="list-style-type: none"> • All parents provided with information about their child’s next steps and how to support at home • Parent meetings arranged with children who did not engage with home learning. • Parents online workshops focus on self-regulation, e.g. establishing a quiet place to work, organisation of equipment, 	<ul style="list-style-type: none"> • Parents are provided with regular and supportive communications to increase attendance and engagement with learning 	<p>Parent feedback</p>		

	<p>and work routines and habits</p> <ul style="list-style-type: none"> • Parents provided with information about how to support their child's well-being and self-regulation through Zones of Regulation toolkit – designated area on the school website • Parental steering group developed (via Facebook initially) to provide a platform for parents to share views and ideas for the ongoing development of school, raise their own aspirations and increase career opportunities. 	<ul style="list-style-type: none"> • Parents will be better equipped to support their children's emotional needs and help them to regulate at home. This will lead to less conflict in their home environment. • Parents feel involved in, and actively contribute to, the life of the school. • Parents are provided with development and training opportunities which increase their self esteem and employment opportunities. 			
<p>To support pupils' well-being and help them to overcome barriers to learning</p>	<ul style="list-style-type: none"> • Weekly mentoring sessions with Learning Mentors • Further develop the pastoral support section of the website to include resource and resources for support • Development of the Chatter Box system for pupils to self-refer when they are feeling emotionally vulnerable • Resources about wellbeing including Zones of Regulation shared with staff and parents 	<ul style="list-style-type: none"> • Pupils are supported make good decisions about their own health and wellbeing. • Pupils are able to recognise personal issues in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources • The curriculum promotes pupils' self-control, ability to self-regulate, and strategies for doing so 	<ul style="list-style-type: none"> • Pupil voice • Parent voice • CPOMS records <p>Monitoring and evaluation of lessons and learning</p>		

		<ul style="list-style-type: none"> • Conflict in school and at home is reduced • Pupils are emotionally ready to access their learning • In-school and community negative attitudes/stigma attached to mental health and wellbeing issues reduce. • Parents have access to a range of resources to support their child's well-being. • The number of children requiring pastoral support reduces 			
To extend the school day	<ul style="list-style-type: none"> • School day extended by 45 minutes Tues, Wed & Thursday during the Autumn Term • After school interventions run by teachers and TAs to Christmas once per week • 'Catch up' sessions added to Reception-Year 6 timetables from September 2020 - Christmas 	<ul style="list-style-type: none"> • Additional curriculum time allows teachers to address gaps in learning as a result of children forgetting or it not being taught 	<ul style="list-style-type: none"> • Staff consultation • Staff meetings/CPD to ensure effective timetabling ('catch-up' not done at the end of the day). • Regular SLT reviews of timetables to ensure catch-up is taking place at an appropriate time during the day so as to maximize learning. 		

<p>To provide all families with access to technology</p>	<ul style="list-style-type: none"> • Audit of all families access to a device • Safeguarding settings to be added to devices • Pupils without access are provided with devices • Loan school laptops to disadvantaged pupils without a device • Claim government issued laptops • Purchase 2 class sets of 30 laptops through virtue – trust support 	<ul style="list-style-type: none"> • Lack of access to technology is no longer a barrier for disadvantaged children • All children can access the remote learning offer 	<ul style="list-style-type: none"> • School audit detailing access to a device, the need to share and internet access • Effective contact with parents by phone or via socially distanced home visits as necessary • Advice by IT team followed in terms of most appropriate devices to support home learning. • Remote learning engagement tracking based on live lesson registers and work completion in portfolios • Access to tech support available through school 		
Cost					
Total budgeted cost: £17,055.4					