



Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Coronavirus Catch Up Premium Statement

December 2020

School context (updated October 2020)

Number of pupils on roll	103	Expected Covid Catch Up income	£80 x 99 = £7,920 (Generated from October 2019 Census)
Date this strategy was published	November 2020	Date this strategy was reviewed	This strategy will be reviewed termly

About this funding

In response to Coronavirus (Covid-19) school closures, the government announced additional funding to schools, enabling support for children to catch up lost time after school closure. This additional funding is generated based on the school's census of October 2019. At that time, there were 99 children on roll at Sleights. £80 is allocated for each pupil in reception to year 6, inclusive. It is therefore anticipated that Sleights will receive £7,920 in additional funding to support Coronavirus Catch Up. This will be paid in instalments at intervals throughout the year.

The Department for Education state that schools should:

'use this funding for specific activities to support their pupils to catch up lost teaching over the previous months, in line with curriculum expectations'

To support leaders at Sleights identify how this additional funding is used, evidence from the Education Endowment Foundation (EEF) has been used. The strategy priorities in this report are underpinned by principles from the EEF and their evidence-based reports.

The approaches and decisions for how this funding is used at Sleights will be reviewed regularly by staff and scrutinised by governors.

Strategy priorities

Priority 1:	To ensure a full return to consistent, high quality provision for all children, enabling effective and thorough coverage of the national curriculum.	£5000
Priority 2:	To establish a comprehensive understanding of pupil assessment and attainment, ensuring that teaching and learning strategies are in constant to review and meeting children's needs.	£1500
Priority 3:	To provide additional support for individuals and groups who require further catch up intervention, following school closures.	£1500

The school's priorities provide a range of targeted academic support and wider strategies for all children.

Priority 1: To ensure a full return to consistent, high quality provision for all children, enabling effective and thorough coverage of the national curriculum.

Following the collapse of some aspects of the curriculum for some children, due to school closures, this priority focuses on ensuring full and thorough coverage is achieved. In addition, funding and support is allocated to ensuring consistency in teaching and learning, achieved through extension to part time teaching contracts. This, in turn, will enable sustained periods of focused and uninterrupted teaching time for all children by the same professional.

In addition, to support the continued refinement of excellent teaching, staff will be supported to engage in professional development groups on a weekly basis, ensuring that provision is under constant review and development.

The Education Endowment Foundation champions '**Supporting great teaching**'

<p>Identified actions which will be taken to achieve this priority.</p>	<ul style="list-style-type: none"> • In a number of classes, the Headteacher has a teaching commitment. It is anticipated that this short term increase to teaching staff part time contracts will ensure children have uninterrupted periods of teaching and learning time, in a period of change and needing to re-establish routines and understanding. • To support the review and development of provision, staff professional development groups will be established. These will be weekly meetings, designed to focus on constant and ongoing review of teaching strategies and content, to ensure provision is meeting and responding to the changing needs of our children.
<p>What evidence do we have to say these actions will have impact?</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation support guide for schools, in response to Covid-19, champions activities to 'support great teaching'. This includes support staff in adjustments to teaching and learning, due to Covid-19 changes, whilst also recognising the impact of professional development and training for professionals.
<p>Funding Allocated</p>	<p style="text-align: right;">Total £5,000</p>

Priority 2: To establish a comprehensive understanding of pupil assessment and attainment, ensuring that teaching and learning strategies are in constant review and meeting children's needs.

To ensure a full understanding and meaningful review of assessment information, summative assessment opportunities will be regularly timetabled across school. The school will use additional funding to extend its existing assessment resources, ensuring that comparative, high quality tools are in place for all year groups.

Extensive research identified the 'Rising Stars' NTS tests, which provide standardised scores across the full school. Assessment resources are similar in style across each year group and match expectations of the end of key stage tests. The assessment resources also provide opportunities for analysing curriculum gaps and development areas.

To further support the school's response to assessment and feedback, subscription to Fischer Family Trust Aspire, a tracking tool, will be purchased.

The Education Endowment Foundation champions '**Pupil assessment and feedback**'

<p>Identified actions which will be taken to achieve this priority.</p>	<ul style="list-style-type: none"> • Purchase and implement Rising Stars NTS assessment resources, for end of term assessment reviews. These resources are also closely linked with the school's pre-existing curriculum coverage plans (White Rose Hub/NCTEM) • Use outcomes from assessment results to identify curriculum gaps and plan subsequent precision teaching. • Use of Fischer Family Trust tracking to carefully analyse progress and attainment. 						
<p>What evidence do we have to say these actions will have impact?</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation support guide for schools, in response to Covid-19, champions activities to support 'pupil assessment and feedback'. • Further evidence from the Education Endowment Foundation identifies strengths in reviewing groups and activities in response to assessment information (+3 months for in-class attainment grouping, +8 months feedback) 						
<p>Funding allocated</p>	<table border="1"> <tr> <td>Purchase of Rising Stars NTS assessment resources for each year group and child in school.</td> <td>£1,350</td> </tr> <tr> <td>Annual subscription to Fischer Family Trust Aspire for pupil tracking</td> <td>£150</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>£1,500</td> </tr> </table>	Purchase of Rising Stars NTS assessment resources for each year group and child in school.	£1,350	Annual subscription to Fischer Family Trust Aspire for pupil tracking	£150	Total	£1,500
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Total	£1,500						

Priority 3: To provide additional support for individuals and groups who require further catch up support intervention, following school closures.

To further support the school's work to address gaps in learning, from school closures, small groups and, in some cases, one to one sessions, will be planned and led by support staff. These groups are designed to be booster sessions, providing light-touch, short term support. These groups may also include pre-teaching sessions. These groups do not replace interventions, which may include formal programmes for children who may require support for longer periods of time, due to more complex or wide ranging needs.

The Education Endowment Foundation champions '**Pupil assessment and feedback**'

<p>Identified actions which will be taken to achieve this priority.</p>	<ul style="list-style-type: none"> • Additional booster sessions will be provided to children requiring support to meet the expected standard. This will provide opportunities for small group tuition and, in some cases one to one tuition to close the gap. • These groups will be reviewed regularly, with staff, using pupil progress discussions and assessment information to inform these conversations.
<p>What evidence do we have to say these actions will have impact?</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months.
<p>Funding Allocated</p>	<p style="text-align: right;">Total £1,500</p>