



Carfield Primary School - Covid 19 Catch Up Premium Funding (2020-21)

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

1. Summary information				
School	Carfield Primary School			
Academic Year	2020	Total Covid Catch Up Funding budget	£44,160	
Total number of pupils			611	Date for next internal review of this strategy December 2020

Considerations for future attainment (Post Covid)			
A.	Teaching		
B.	Targeted academic support		
C.	Wider strategies		

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
<p data-bbox="98 156 344 193">A. Teaching</p> <ul data-bbox="248 236 1559 951" style="list-style-type: none"> • Baseline assessments to identify gaps in learning. • Sports coaching for 2 afternoons a week will free up teachers to deliver high quality interventions. • Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. • Feedback used to make next steps explicit to children. • Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc. • On arrival baseline assessments are carried out and areas identified for intervention. • Low stakes assessments to aid memory retention. • Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? • Daily reflection time to consider own learning needs and resilience. • Newly devised curriculum education to improve children’ resilience and perseverance and to improve learning attitudes. 	<p data-bbox="1626 156 2033 236">Analysis will show that whole class gaps have been filled</p> <p data-bbox="1626 277 2092 443">Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p> <p data-bbox="1626 485 2002 651">Measurement tool to show improvement in learning behaviour – metacognition checklist</p>

B.

Targeted academic support

- **Parents informed about their child's next steps and how to support at home.**
- **Same day interventions for closing the gaps and addressing misconceptions.**
- **Pre-teaching established to make curriculum access more equitable.**
- **Teacher led interventions – content determined by analysis of baseline assessments.**
(Sports teacher employed to free up teaching staff.

C.

Wider Strategies

- Boxhall used to establish needs where necessary.
- Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness.
- Individualised SEMH support for pupils who require it – identified by questionnaires and well being calls
- LM to liaise and support parents with any attendance issues.
- Informing and including parents in their child's next steps.

Social and Emotional strategies – Moderate impact for moderate

cost Behaviour Interventions - Moderate impact for moderate cost

Parental Involvement – Moderate impact, moderate cost

Boxhall results will show improved wellbeing.

Children will feel supported and calm in school.

Parents will feel supported and engaged.

Planned expenditure - 2020-21

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation and impact
<p>Targeted academic support</p> <p>Additional temporary appointments of 2 HLTAs and a sports coach</p>	<p>Gaps to be closed.</p> <p>Children back on track</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p>	<p>Teacher moderation</p> <p>Book looks for transfer of knowledge/skill in dependently.</p>	<p>£41,300</p>	<p>The children were assessed after returning back to school. For those who had accessed home learning regularly, their post assessments were in line with pre-lockdown. However, the children that did not access home learning had the biggest gaps. Especially in y1 and Y2. Once the gaps had been analysed, the provision was mapped out for the children that were the furthest behind and had the biggest gaps. End of year assessments showed that 95% of children in Y1- Y6 were on track in maths. Phonics and writing were still lower than but improved from</p>

					pre lockdown assesments.
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<p>Teaching Whole school comprehension skills identified as an area for development from Baseline data analysis – Reading Explorers and reading aloud pre-teach</p>	<p>Children to show improvements in reading comprehension in class and in PIRA analysis Dec 2020</p>	<p>Evidence from EEF about the value of pre-teaching for all to access the curriculum</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>	<p>£950</p>	<p>All chn were assessed. Children that regressed in their learning were given extra support in school support by HLTAs and teachers. The impact has been that in Y2-6 most children have caught up to pre-lockdown assessments. Extra phonics lessons have been put on for children who did not access learning at home as this became the biggest gap.</p>
<p>Teaching CPD for all staff to deliver high quality on lone learning</p>	<p>The</p>	<p>Evidence from the EFF on the advantages of metacognition in children - low cost for high impact</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>	<p>£1000</p>	<p>The percentages of children accessing online learning was 98% in KS2 and there less gaps after the lockdown. It was less in KS1 and in FS. As a result, 2x daily phonics lessons were given and extra support with reading given. For those that accessed, they retained pre-lockdown assessments.</p>

<p>Wider strategies</p> <p>Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health and to support with regulation</p>	<p>Children will have strategies to regulate their emotions and be in a better position to learn.</p>	<p>EEF good impact for moderate cost</p>	<p>Pupil voice Parent Questionnaire Boxall Profile</p>	<p>£600</p> <p>Chn with SEMH</p>	<p>Boxall profile assessment show an improvement in regulation of the most vulnerable children who struggled with regulation post lockdown and on the return to school.</p>
<p>Review data and consider how to spend the remaining £1310</p>				<p>Total budgeted cost £42,850</p>	