

COVID-19 CATCH-UP Premium Spending Plan

School: **Shinewater Primary School**

Summary Information

Total Number of Pupils	357 on roll	Amount of Catch-Up Premium Received per Pupil:	£80
Total Catch-Up Premium Budget	£29 600	Trust top up funding £6,492 =£36,092	

Strategy Statement

Shinewater's catch-up priorities: How it is intended that the grant will be spent?

- **Teaching and whole school strategies:**
 - Standardised assessments in English and Maths to identify gaps including teacher release time for professional dialogue.
 - Enhanced CPD for teachers and support staff from in house specialist Maths and English teachers.
 - Formative assessment Swale hub research team-release time for identified staff to improve formative assessment across the school.
- **Targeted support:**
 - Release time for bespoke EHC planning between class teacher, support staff and the Inclusion Manager to target provision.
 - Pupils 1:1 and small group intervention support in house specialist Maths and English teachers.
 - 1:1 and small group intervention support from the specialist English teacher and TA phonics Champion.
 - Extended school time for identified pupils based on standardised and teacher assessment.
- **Wider strategies:**
 - Supporting parent mental health through free counselling service.
 - Regular reviews of the Family Support Worker (FSW) caseload to support families with SEMH issues.
 - Regular reviews of the in school counsellor caseload to support identified pupils with anxiety/ engagement issues.
 - ESBAS funding for identified pupils who may need additional support with behaviour issues as a barrier to learning.
 - Virtual/ meetings with parents.
 - In school attendance officer to ensure pupils are in school, as well as to provide support for parents who may be anxious.
 - Enhanced PSHE/SEMH teaching (inc. graffiti project Y6).

Aims of the use of catch up funding:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure mental health issues are supported

How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

- Robust data and assessment cycle
- Regular pupil progress meetings with SLT to measure impact and provide support.
- EHC provision tracking
- Remote learning tracking to measure pupil engagement
- Tracking of additional resources to measure impact e.g. Lexia
- Standardised assessment analysis and SLT monitoring to measure impact of adapted planning
- Attendance tracking and weekly KIT meetings with the Inclusion Manager
- Leuven scales measure with identified PP pupils.

Action Plan

Teaching and Whole School Strategies:

Focus / Year Group	Issue	Action	Intended Impact	Cost
Lockdown Amendments				
Reading	<p>Maintaining the profile of reading for identified pupils during lockdown who do not have access to reading material at home.</p> <p>Standardised assessment analysis have identified gaps in reading particularly between DA and Non DA pupils</p>	<p>Specialist English teacher</p> <p>Whole school:</p> <ul style="list-style-type: none"> → Tracking of the use of Bug Club to provide access to reading material/remote support for parents and pupils → Tracking of the use of Lexia to meet targets for bottom 20% pupils in each year group → Investigate costing for Lexia licences across the whole school/KS1/KS2 → Complete Lexia auto placement level and target identified pupils → Track engagement of reading DA and Non DA 	<ul style="list-style-type: none"> → 100% engagement with reading remote learning as tracked on the engagement spreadsheet → Gap in engagement between DA and Non DA pupils is reduced → 100% of pupils met LEXIA assessment targets. → Up to 100% of pupils accessing Bug Club or similar → Monitoring of Google Classroom -VIPERS demonstrates increased quality of response and access for targeted pupils. → 100% of pupils develop persistence and enjoyment in reading as initiated by rewards achieved → Tracking of SEND pupils and triangulation of submitted work 	<p>The cost of adding 50 additional licences to bring total licences to 100 for the remainder of time until 30/09/2023 is £3,067</p>

			ensures targets and needs are being met	
Writing	<p>Difficulties for identified pupils accessing the writing sequence on line.</p> <p>Handwriting learning loss during lockdown for identified pupil</p>	<ul style="list-style-type: none"> → Analysis current engagement and quality of work from identified pupils → Analysis current gaps in data based on latest assessments → Liaison with parents → Additional CGP books for writing, spelling & grammar and handwriting for identified pupils → Provide a structure programme of study for pupils to follow at home → Liaison with inclusion manager to ensure the needs of SEND children are met 	<ul style="list-style-type: none"> → 100% engagement with writing remote learning as tracked on the engagement spreadsheet → Gap in engagement between DA and Non DA pupils is reduced → Pupils are able to maintain stamina for writing on return to school → 100% of parents feel supported with access to writing learning as detailed in surveys → Tracking of SEND pupils and triangulation of submitted work ensures targets and needs are being met. 	£600
Maths	<p>After initial assessment of engagement of pupils in remote learning, and liaison with parents, identified pupils need additional maths support.</p> <p>Standardised assessment analysis have identified gaps in reading particularly between DA and Non DA pupils</p>	<ul style="list-style-type: none"> → Analysis current engagement and quality of work from identified pupils → Analysis current gaps in data based on latest assessments → Liaison with parents → Provide a structure programme of study for pupils to follow at home → Order CGP maths revision books at an age related level for identified pupils → Liaison with inclusion manager to ensure the needs of SEND children are met <p>Year 6 intervention groups:</p> <ul style="list-style-type: none"> → Live lessons are provided by the specialist maths consultant teacher for pupils <p>Year 5 interventions groups:</p> <ul style="list-style-type: none"> → Recorded intention maths lessons are recorded by a remote specialist teacher 	<ul style="list-style-type: none"> → 100% engagement with Maths remote learning as tracked on the engagement spreadsheet → Gap in engagement between DA and Non DA pupils is reduced → 100% attendance at live or recorded intervention sessions → Tracking of SEND pupils and triangulation of submitted work ensures targets and needs are being met 	<p>£0</p> <p>£5000</p> <p>£3000</p>

Rewards & Incentives	Maintaining pupil engagement with remote learning.	<ul style="list-style-type: none"> → Agree whole school protocol → Order resources e.g certificates/ stamps/medals etc → Seek pupil voice → Vouchers 	<ul style="list-style-type: none"> → 100% engagement in RWM and foundation subjects including DA & SEND pupils → Positive morale and well being → Positive attitude towards learning maintained → Mental health support → Community cohesion 	£600
Communication with parents	<p>Communication with parents is reduced during lockdown leading to a sense of isolation and frustration which needs to be supported by the school: Staff need mobile phones to support parents. -home access required for staff -in school access required (only x2 phone lines)</p>	<ul style="list-style-type: none"> → X8 new mobile phones required → Phone call protocol required 	<p>Regular and frequent communication is maintained with parents to:</p> <ul style="list-style-type: none"> → Support with learning /issues → Safeguard vulnerable pupils → Support SEND pupils → Safeguard all pupils e.g monitor health and wellbeing → Maintain community cohesion 	<p>8X £18 8X £13 monthly network charges</p> <p>X5 phones are also in place X5 £13 monthly network charges</p> <p>X3 months</p>
Parent and carer consultation meetings	Lockdown means face to face conversations are unable to take place	<ul style="list-style-type: none"> → Computing lead to investigate School Cloud system → Training provided for teachers and office staff → Information sharing with parents → Parent consultations held remotely 	<ul style="list-style-type: none"> → Parents have 1:1 sessions with teacher → Profile of learning is maintained → 100% attendance sought → Maintain community cohesion 	£350
Access to technology	The school has ensured each family has a device to access remote learning at home, however approx 50 pupils, in particular DA pupils, are sharing. This will result in learning loss and timetabling issues at home.	<ul style="list-style-type: none"> → Purchase 50 chrome books (and required charging docks), enabling children to better access a range of learning options in school and during periods of remote learning. 	<ul style="list-style-type: none"> → 100% access to technology for all pupils → Equality of access for all pupil to remote learning → Tracking of pupils work ensure learning loss is reduced to a minimum 	Approx £13000
General Covid Catch up Plan				
Focus / Year Group	Issue	Action	Intended Impact	Cost

<p>Whole school Reading</p>	<p>Reading: Identification of key gaps in Reading Y1-Y6</p>	<p>Specialist English teacher</p> <p>Whole school:</p> <ul style="list-style-type: none"> → Standardised assessment analysis to identify gaps → PPM to identify target pupils → Assessment of Bug club level entry data and ongoing tracking → Assessment of word per minute reading speed data and ongoing tracking → Lexia auto placement level and target word with bottom 20% of pupils Y1-Y6 	<ul style="list-style-type: none"> → Raised attainment of pupils Y1-Y6 gap closed created by COVID-19 school closures → Attainment gap between disadvantaged pupils and their peers has closed → Analysis of data indicates aspirational pupil targets are met → 100% of pupils show improvements in WPM → 100% of pupils met LEXIA assessment targets. → 20% increase in pupils accessing Bug Club → Triangulation of monitoring demonstrates pupils are making rapid gains → 100% of pupils develop persistence and enjoyment in reading as initiated by rewards achieved 	<p>£5000 Partly funded by PP money</p>
<p>Whole school phonics</p>	<p>Phonics: Pre lockdown the current Y2 pupils achieved an 82% pass based on a mock screening check. Sept screen 2020 45% of pupils had achieved a lower score some being as much as 50% lower.</p>	<p>One to one and small group tuition: Specialist English teacher</p> <ul style="list-style-type: none"> → September rescreen to identify target pupils → Phonics Y2 catch up → Phonics Y1 catch up → Phonics KS2 pupils provided with additional intervention sessions <p>Phonics booster packs and home revision guide</p>	<ul style="list-style-type: none"> → The school is in line with national expectations for phonics 82% → 90% KS2 SEND pupils pass the phonics screening check → Parents engage with phonics with learning at home 	<p>Specialist teacher salary £5000 Phonics champion salary £2.000 Partly funded by PP money</p> <p>£180</p>

<p>Whole school Maths</p>	<p>Maths: Identification of key gaps in maths Y1-Y6</p>	<p>Specialist Maths teacher Whole school: <ul style="list-style-type: none"> → Standardised assessment analysis to identify gaps → End of unit assessments develop by the maths specialist teacher → PPM to identify target pupils → CPD support for identified pupils → CPD to support identified teachers with catch training provision </p>	<ul style="list-style-type: none"> → Raised attainment of pupils Y1-Y6 gap closed created by COVID-19 school closures → Attainment gap between disadvantaged pupils and their peers has closed → All year groups maintain or increase % of children achieving EXS and GDS from prior key stage 	<p>Specialist teacher salary £10,000+</p>
<p>Key Stage 2</p>	<p>Remote learning: Additional technology required at home e.g. computers. Individual staff confidence with Google classroom</p>	<p>Extended school time/supporting parents and carers: <ul style="list-style-type: none"> → Source recycled computers from local charities. → Ensure parents are supported with Google drive → Additional CPD for teachers and support staff on Google classroom </p>	<p>Remote learning provide for: <ul style="list-style-type: none"> → Bubble closures → Homework → Pupils who are self isolating <p>This will ensure learning continues to take place <ul style="list-style-type: none"> → 100% of Shinewater pupils have access to technology </p> </p>	<p>£50 transportation costs £300 release time</p>
<p>Whole school home learning</p>	<p>Home learning: Gaps in home school learning. Structured homework needed to support catch up.</p>	<p>Supporting parents and carers: <ul style="list-style-type: none"> → Questionnaire to parents/pupils re remote learning → Revision guides purchased for English and maths. → Review of whole school homework systems to incorporate Google classroom. </p>	<ul style="list-style-type: none"> → Homework sessions and blended learning matches in school gap teaching and learning. → Pupils and parents to be guided step by step regarding topics to cover. → Triangulate with teacher formative and summative assessments in school according to the assessment cycle. 	<p>£500</p>

<p>CPD</p>	<p>Staff CPD: Enhanced CPD for teachers and support staff from in house specialist maths and English teachers</p>	<p>Specialist English/maths teachers</p> <ul style="list-style-type: none"> → PD maths leads leading short maths sessions on a weekly basis during PDMt → PD English leading English sessions on e.g. VIPERS analysis, reading for pleasure and fluency → Formative assessment group established for Swale Eastbourne Hub → Release time for identified teachers → SEND CPD for the SEND Matrix and revisit the rationale for the ADPR cycle. → SEND CPD for groupings 	<ul style="list-style-type: none"> → Raised profile of working walls. → Key headlines from maths team implemented into planning to address gaps → VIPERs CPD ensures gaps in teaching and learning have been addressed. → Fluency teaching fully implemented → Data from testing analysis by maths and English teams shared with year groups/cohort profiles/key gaps to inform planning/trends and patterns → Teachers are confident and consistent in the teaching of English and maths 	<p>£2000 staff release time</p>
<p>Targeted Support:</p>				
Focus / Year Group	Issue	Action	Intended Impact	Cost
<p>KS1 and KS2</p>	<p>Maths: NFER and teacher assessment indicates the pupils are working well below are related expectations. Gaps in learning have increased since EOY 2020</p>	<p>Specialist maths teachers intervention programme:</p> <ul style="list-style-type: none"> → Maths specialist teacher to analyse data and identify target pupils for support. X3 interventions session weekly. → Employ a further specialist teacher to support additional intervention groups x3 afternoon sessions per week including extended school provision for terms 3, 4 & 5 → Maths specialist teacher plan for and to train x3 Teaching Assistants to carry out interventions following the above model 	<ul style="list-style-type: none"> → Raised attainment of pupils Y1-Y6 gap closed created by COVID-19 school closures → Attainment gap between disadvantaged pupils and their peers has closed → End of unit assessments for Years 3 and 4 and O Track formative assessments indicate all pupils make progress and have met their targets → GDS pupils make accelerated progress → Rapid progress is made in arithmetic for both EXS and GDS pupils. → TAs become specialists in maths 	<p>Specialist teacher salary £8,000</p> <p>Supply maths teacher approx £18000</p> <p>X3 teaching assistants approx £2500</p>
<p>Y6</p>	<p>Reading, writing, maths Technology:</p>	<p>One to one and small group tuition: Reading, writing, maths</p>	<ul style="list-style-type: none"> → Monitoring of interventions indicates forensis gap analysis informing 	<p>£1800</p>

	Additional technology required to enhance teaching and learning provision in Y6 base.	<ul style="list-style-type: none"> → Order IWB → Organise data points → Purchase new laptop for enhanced lesson delivery → Timetable intervention lessons for RWM → Enhanced CPD from maths specialist teacher 	<p>planning-pupils work scrutiny indicates teaching and learning is effective.</p> <ul style="list-style-type: none"> → Y6 intervention sessions-impact detailed in full in PPMs → Pupils meet their adjusted targets 	
EYFS	Pupils have not attended nursery during lockdown. Shinewater pupils have low starting points and baseline indicates they are lower this year. 2018-19 data indicated a gap between EYPP and non EYPP	<p>CPD for EYFS support staff on:</p> <ul style="list-style-type: none"> → Interaction with children → Enhancing provision → Effective questioning → Assessments → Language and vocabulary development 	<ul style="list-style-type: none"> → 100% support staff effective in EYFS pedagogy → The gap between EYPP pupils and non EYPP diminishes in communication and language → 100% pupils make accelerated progress with speech and language link → Identified pupils make accelerated progress for their age → The school continues to be in line with national expectations → 10% increase in pupils exceeding GLD → Pupils are confident to engage with adults and express themselves well 	£500 overtime costs
EHC provision	All Education and Health Care Plan pupils were in school during lockdown and their bespoke provision is planned by the SENDCo and class teachers to ensure their statutory targets are met on a weekly basis.	<p>Inclusion Manager support:</p> <ul style="list-style-type: none"> → Weekly 1:1 sessions with EHC manager to develop detailed and bespoke provision for EHC pupils. 	<ul style="list-style-type: none"> → EHCP targets are catered for and met. → Layer 2 and Layer 3 entry and exit data demonstrates progress from their starting points. 	£1000 teacher/INA release time (also school budget)
Wider Strategies:				
Focus / Year Group	Issue	Action	Intended Impact	Cost
Whole school	Phonics catch up programme	<p>Supporting parents and carers:</p> <ul style="list-style-type: none"> → Phonics revision guides purchased 	<ul style="list-style-type: none"> → The school remains in line with national expectations for phonics 	Specialist teacher salary £5000

		<ul style="list-style-type: none"> → Home learning packs provided for parents → Support with learning provided for parents 	82%	
Whole school	Maths catch up programme through digital technology	<p>My Maths</p> <ul style="list-style-type: none"> → Bespoke homework activities to support gaps in learning <p>Maths Flex</p> <ul style="list-style-type: none"> → After school booster groups for KS2 pupils through AI learning 	<ul style="list-style-type: none"> → Engagement in home learning is maintained → Gaps identified in unit assessment are closed → Pupils make at least expected progress on the Maths Flex tracking system 	<p>My Maths=£350 Maths Flex=£1500</p> <p>Overtime costs for staff=£500</p>
SEMH	Pupils returning with a high level of anxiety or lack of engagement as a barrier to learning	<ul style="list-style-type: none"> → Review of in school counsellor cases → Review of family support worker cases → Y6 graffiti project including managing feelings and behaviours → Trailblazers Project for identified families 	<ul style="list-style-type: none"> → Leuven scale analysis for key pupils identifies improvement in wellbeing and engagement → Positive behaviour logs → Pupils are able to talk to a trusted adult where appropriate 	<p>Cost of in school counsellor & FSW school budget £18,000</p> <p>Graffiti project resources £250</p>
Rewards and incentives	<p>Identified pupils are disengaged with home learning</p> <p>Erratic uptake in identified year groups</p>	<ul style="list-style-type: none"> → Survey staff for ideas for rewards e.g. vouchers, medals, bears etc-agree a protocol → Revise Google Classroom tracking → Promote reward system with pupils and parents → Monitor uptake and reward pupils → Pupil voice (feedback) 	<ul style="list-style-type: none"> → Up to 100% of pupils are engage with home learning across all year groups → Consistency achieved between year groups → Quality of learning out of school matches learning in school 	£4000