

# Roe Green Infant School Catch-Up Premium Strategy 2020-21 (Updated 23.09.20)

COVID-19 catch-up premium spending: summary

## SUMMARY INFORMATION

Total number of pupils:	479	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£30,959	Amount of catch up received to date	£9,040

## STRATEGY STATEMENT

Our school's catch-up priorities

Support the emotional well-being and mental health of pupils. (need to help and support children who may have been adversely affected by closures and Covid-19).

Support KS1 children in closing any gaps in phonics.

Support children in all key stages to continue reading (some pupils may have had limited access to reading materials during the March – July lockdown).

Use the September baseline assessments and ongoing assessments for new arrivals, to ascertain where the children are in relation to reading, writing and maths.

Monitor attendance of children to ensure they are in school to learn or accessing learning remotely and that absence does not hinder catch up strategies.

Continue to develop IT skills of all staff and confidence in using the school's chosen platforms (Google Classroom KS1/2 and Tapestry EYFS, Teams for all staff/ parent meetings) to ensure that the need for remote learning created by Covid-19 is a smooth transition for all our learners - appoint a TLR position for Remote Learning in September for the academic year.

Continue to support parents with their IT needs.

PSHE lead to take an overall strategic look at how to support our children. Continue to deliver regular training to all staff (virtually). Record weekly PSHE assemblies for all children. Meet with the head weekly as part of the Risk Assessment updates to focus on mental well-being for both staff and pupils. Monitor that the Jigsaw scheme is being used as part of weekly PSHE lessons.

SLT with responsibility for the curriculum to work with the year group leaders to introduce and embed teacher interventions focusing on individual gaps in learning.

In KS1 introduce phonics interventions and prioritise a room for this use. Liaise with YGLs to ensure that further support is given by class teachers for identified children.

Carry out monthly phonic checks to monitor progress.

Year groups to modify autumn term/ spring term plans where needed and prioritise teaching of core subjects (reading, writing and maths). Identify where the teaching of other subjects has been reduced and how the full breadth of the curriculum will be gradually re-introduced.

SLT with responsibility for attendance to continue to monitor attendance rigorously and to have weekly virtual meetings with the admin team and liaise closely with the appointed TLR for Remote Learning to ensure that children who are working from home, have their learning needs met. Complete all paper work as required by the DFE and LA. Add attendance to weekly staff meeting agenda to ensure that all teachers have attendance as a priority.

Appoint a TLR lead for Remote Learning in September and incorporate this person into the existing IT team. Prioritise training for all staff with regard to the school's chosen Platforms and continue to build on creating a strong program of home learning for pupils who are needing to be at home and to support parents so that children do not fall further behind their peers.

## Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Staff need to continue to focus on children's mental health needs to help and support children who may have been adversely affected by closures and Covid-19. Children may have low focus and concentration levels, or exhibit a change in behaviour due to anxiety or change in routines. They may have low levels of self-resilience.
B	Virtual Learning and full curriculum coverage was limited during the summer term 2020, and a strong training program needs to be put in place to introduce learning platforms so that all pupils have access to learning at home.
C	As access to learning was limited, there are gaps in knowledge. These need to be identified and addressed quickly (within a realistic time frame), so that children can catch up and make appropriate progress.
D	Some pupils may have had limited access to a wide selection of reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of the autumn term 2020.

#### ADDITIONAL BARRIERS

##### External barriers:

D	Lack of access to IT at home (not just in terms of hardware but having enough Internet capacity) may limit pupils' access to home learning should Year group bubbles close or they need to self-isolate. Also the numbers within a family including adults who may need to access IT through the day needs to be considered when delivering home learning packages.
E	For some pupils, low attendance and engagement is an issue that will affect academic progress. Attendance will need to continue to be monitored closely and support given to families who are anxious to return.
F	Some pupils may find it difficult to resume a set routine and may have limited concentration levels due to Covid-19 and lack of structured learning experiences since school closures in March 2020.

## Planned expenditure for current academic year

---

Quality of teaching for all						
Action	Intended outcome and success criteria	Rationale	Implementation	Cost	Staff lead	When will you review this?
Support the emotional well-being and mental health of pupils. (need to help and support children who may have been adversely affected by closures and Covid-19.	<p>All staff to be confident in teaching PSHE and using the new Jigsaw scheme confidently.</p> <p>Weekly lessons of PSHE to take place and all attend the virtual PSHE weekly assemblies.</p> <p>Weekly assemblies by HT that focus on the school's values, using specifically identified story books at age appropriate levels to support the teaching of specific values</p> <p>Staff are confident in identifying children's mental health needs and pass on concerns to identified leads so that early support can be put in place.</p> <p>Children to feel confident to express their emotions and begin to develop an understanding of different strategies used to develop self-resilience.</p>	<p><b>A Conceptual Framework for Developing and Implementing Effective Policy in Children's Mental Health</b> <a href="#">Robert M. Friedman</a></p> <p>Work with Dr. Robin Bannerjee –Professor at Sussex university</p> <p>Every Child Matters</p> <p>PSHE lead is highly proactive in reading information regarding mental wellbeing and is experienced in delivering training over the last few years.</p> <p>Training in Mindfulness. Promoting staff's mental health.</p> <p>Raising the profile of PSHE (of which mental health is a part of) shown to improve pupils' positive engagement with each other, improve their sense of self-worth.</p>	<p>INSET training in September for the Jigsaw scheme.</p> <p>PSHE lead to regularly look at floor books for evidence of teaching and feedback to staff.</p> <p>Set up opportunities as they arise over the school year to think about mental health. For example, Children's mental health day, National mental health Week. PSHE lead to put together ideas and pack of work for year groups to put into their weekly plans.</p>	<p>Jig Saw Scheme £2,000</p> <p>Story books to promote school's values £450</p>	<p>HT to oversee</p> <p>D.S (PSHE lead)</p> <p>To disseminate training to all staff. Send out all power points to all staff for future reference. Monitor impact of teaching and the new scheme through regular trawls of the floor books. Written feedback to YGLs.</p>	<p>Throughout Autumn and spring terms 202-2021</p>

<p>CPD provided for all staff on the chosen platforms for Virtual/ Remote Learning.</p>	<p>Staff to continue to develop their IT skills, particularly those staff members who are not confident with IT. Staff regularly using two of the platforms (Teams plus one other linked to age of pupils) and being confident in delivery of one line lessons both recorded and live. Staff and pupils able to use specific platforms effectively by the beginning of the spring term.</p>	<p>Attended training on platforms and their use to select appropriate platform that best meets the needs of groups within the school. This took place during summer term 2020 and in early September. Teams selected for all staff/ parent meetings from June 2020. Tapestry as the online Learning Journey in July 2020, was then a logical continuation for parents to provide Remote learning for the EYFS. Teachers attended training for both Teams and GC for KS1/2 and GC was chosen. September 2020.</p>	<p>The computing team to provide both internal and external training for all staff.</p> <p>Teachers within class to demonstrate regularly to all pupils how to log on and navigate the platforms. For all year groups use the vocabulary linked to the platforms so it becomes embedded for the children.</p>	<p>Google Classrooms Nil</p> <p>Microsoft Teams £1,500 money returned from the DFE</p> <p>Tapestry £447 Training £90</p>	<p>IT Team J V S K A V</p> <p>L R</p> <p>£3024.48</p>	<p>Spring 2021</p> <p>Spring 2021</p>
<p>Appoint TLR for Remote Learning</p>	<p>Person in place with specific remit for remote learning to help ensure that the transition in to home working situations goes as smoothly and quickly as possible so that learning time lost is kept to a minimum. Teachers, pupils and parents feel well supported and know where to get support from.</p>		<p>Appoint role for Remote Learning in September 2021 work as part of the IT Team. Put in place the Remote Learning Policy. Set up weekly virtual meetings for parents to give IT support. Action Plan in place to cover all eventualities of going into further lockdowns, Year group bubbles out and/ or individual's self –isolating so that transition to home learning goes smoothly. Look at funding options to purchase more tablets/lap tops and funding to top up Internet usage. etc..</p>	<p>TLR:</p>	<p>HT to provide project over view</p>	<p>Spring 2021</p>
<p>Pupils taught how to use the platforms to turn in work and access their daily learning timetable.</p>	<p>Pupils confident in how to use a specific platform and to do so safely. Monitoring shows that a high percentage of pupils are able to access home learning.</p>					<p>Spring 2021</p>
<p>Total budgeted cost:</p>						<p>7,511.48</p>



Attendance	Closely monitored attendance of children ensures they are in school to learn or accessing learning remotely and that absence has not hindered catch up strategies.	In order for the children to have the best possible opportunity to close the gap with regard to the curriculum, it is essential that attendance continues to be monitored rigorously.	Attendance SLT member to monitor attendance and engagement of all pupils and identify patterns which cause concern. These families will be closely monitored and action taken when needed working alongside other agencies.	n/a	EM MW Teachers	March 2021
	Total budgeted cost:					

**ADDITIONAL INFORMATION**