

COVID Catch Up Premium Plan: Thurlbear CE VA Primary School

Background	<p>Our Thurlbear school community has experienced an unprecedented challenge since March 2020, due the global COVID-19 pandemic. This left the children and families from our community with weeks of interrupted education, either online or face to face, and a gap within their learning that will need to be addressed across this and subsequent academic years. However, our Church School is built on positive values of thankfulness, hope, friendship, wisdom and trust, and we firmly believe that we can overcome this year of incident, challenge and uncertainty.</p> <p>This plan sets out how we will utilise the government's catch-up premium, designed to mitigate the effects of the unique disruption of COVID-19.</p> <p>The COVID-19 Catch Up Grant was allocated on the basis of our October 2019 census figure and will be allocated to schools in 3 tranches of funding.</p>							
Aim	<p>Thurlbear CE VA Primary School is committed to ensuring the recovery of the education for the children within our setting. Our Senior Leadership Team will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding, the Senior Leadership Team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'. This has helped with making key decisions, alongside the Team's clear and in-depth knowledge of its pupils.</p>							
Allocation	<p>Thurlbear School role was 209 so this totals £16,559 The allocation is paid in three tranches</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Autumn Payment: £9,660</td> <td style="width: 50%;"></td> </tr> <tr> <td>Spring Payment: £5,978</td> <td></td> </tr> <tr> <td>Summer Payment: TBC</td> <td></td> </tr> </table>	Autumn Payment: £9,660		Spring Payment: £5,978		Summer Payment: TBC	
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Identified Impact on Learning	<p>Maths: 1. Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 2. Pupils' resilience to go beyond fluency/applying has dipped. 3. Reasoning skills need addressing for a percentage of those who were accessing the online content.</p> <p>Writing: 1. Handwriting standards had dipped for some pupils. 2. Practising skills of sentence structure, vocabulary choice and grammar had not been sustained. 3. Resilience to write for longer periods had diminished. 4. Self-reviewing skills for older year groups had diminished.</p> <p>Phonics: 1. Key phase phonics had not been retained. 2. Practice, repetition and application of key phase phonics had diminished.</p> <p>Reading: 1. Reading for a longer length of time had improved, but retention of facts and being questioned on the content had diminished. 2. Greater depth skills of inference, deduction and justification had all diminished.</p> <p>Across the School: 1. Mental health of individuals had diminished. 2. Social and emotional strategies for coping with education and challenge had been forgotten by individuals. 3. Some pupils had increased anxiety levels due to learning from home.</p>							

Thurlbear Expenditure Plan

based on approach from Education Endowment Foundation's Coronavirus Support Guide

Specific / Whole-school strategies

What needs to be done	How we will achieve it	Evaluation	Staff Lead	Review date
Ensure teaching approaches across Writing, Reading, Maths and the wider curriculum tackles the identified issues (above in red).	<ul style="list-style-type: none"> - Staff to assess what gaps are most apparent in their respective curriculum maps across core subjects, initially, and plan to cover and re-cover particular content. - Staff planning for fluency, applying and reasoning in Maths sessions, as with the school's pre-pandemic approach to learning. 		SG SL HK SW	July 2021
Use specific interventions, led by quality staff, to fill identified gaps of key pupils.	<ul style="list-style-type: none"> - Pupil Progress Meeting will be used to identify those pupils in need of extra intervention, according to the teacher's professional judgement. - Plan a sequence of sessions to be delivered before, during or after school, targeting key elements of knowledge across maths, reading and writing. These will not result in missed core learning. - Assess the intervention program over 6 weeks and adapt the pupil group according to results and further assessment of individuals. 		SG SL	July 2021
Teaching Assistants to attend intervention training, so they can lead small-group interventions	<ul style="list-style-type: none"> - Access online training for Teaching Assistants on maths and grammar courses. - Devise a list of pupils (using the most up to date formative assessment) to be targeted in intervention groups. - Create a rolling timetable for groups' intervention timings and monitor its effectiveness over 6 weeks. 		SL SG TAs in each key stage.	July 2021
Online resources purchased to support the home/school tackling of gaps in learning. To take home learning online and, therefore, maintain the successful online parental engagement seen during lockdown.	<ul style="list-style-type: none"> - Purchase online software 'Phonics Play', 'Maths Shed', 'TT Rock-stars', 'Hamilton' resources, 'Twinkl' resources, 'Discovery Education' to deliver specific home learning activities to home from school. - Deliver home learning sessions of spelling through 'Spelling Shed' - Maintain an online parental engagement presence through Class Dojo and Google Classroom. 		All teachers	July 2021
Support books purchased to bridge home/school work in	<ul style="list-style-type: none"> - Purchase GPS books that can be used to support intervention groups and that also consolidate home 		Intervention teachers	July 2021

grammar and punctuation	learning. - Purchase support books for arithmetic and reasoning questions in maths, to be used across home and school.			
Release trained staff to deliver 'Listening Ear' or 'ELSA' sessions to those in need.	- Approach pupils who the school know have struggled with mental health and wellbeing during the lockdown period (we will know this from our effective parental engagement across the months). - Create a timetable for pupils in need, specifying the time and need. - Allow spare sessions for TA to pick up on any ad hoc needs that come up during a school week. - Adjust the TA support timetable to allow the trained TA release time.		SB	July 2021
Purchase a successful PSHE scheme, and deliver it across the school, to instigate a recovery plan for pupils post-lockdown for mental health and wellbeing strategies.	- Purchase 'JIGSAW' scheme for use across the school. - Use staff meetings to plan the delivery of Jigsaw resources and monitor its impact over the next term. - Assess the pupils' outcomes from the initial Jigsaw sessions and evaluate whether more pupils need 'Listening Ear' / 'Elsa' sessions with trained staff.		EC	July 2021

Governance – monitoring the effectiveness of the Catch-up Premium Strategy As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors overseeing: Sue Tier Chair, Christine Salter PP and SEND governor.