

OWLSMOOR PRIMARY SCHOOL COVID-19 CATCH-UP FUNDING

SUMMARY INFORMATION					
Total number of pupils:	545	Catch-up premium per pupil:	£80	Total catch-up premium budget	Financial year 20/21: £25,600 Financial year 21/22: £18,000 Total: £43,600
Monitoring and Evaluation of Catch-up Funding	<ul style="list-style-type: none"> • SLT will monitor and adapt provision in light of key strategic aims as well as ensuring that the curriculum provided has a positive impact on all pupils. • Governors will scrutinise plans for / use of catch-up funding with reference to the school's catch-up priorities. 				

STRATEGY STATEMENT
<p>Intent:</p> <ul style="list-style-type: none"> • To support the “recovery” of all pupils from the effects of the school closure with a focus on the social and emotional well-being of all children alongside academic recovery • To rapidly develop positive learning habits through creating routines and expectations that allow pupils to develop stamina and a focus for learning • To teach an ambitious and broad curriculum in all subjects • To focus on the educational needs of pupils, informed by an assessment of pupils’ attainment levels at the end of December 2019 and addressing the gaps in their knowledge and skills especially in the core subjects • To monitor progress and impact of interventions alongside the school’s existing assessment systems • To identify the priority groups of children that we are going to work with, and then to close the attainment gap previously identified • To use the catch-up premium money initially through small group teaching and ensure that all children experience “quality first” teaching

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Emotional resilience, increased anxiety in children and impact of this upon their emotional well-being; impact on children's ability to develop strong relationships and positive interactions with each other after great lengths of time in isolation
B	Gaps in prior learning, already identified as core priorities before lockdown, exacerbated by the length of time children have been out of school for particular year groups and inconsistent learning experiences during home-schooling in spring/summer 2020 and spring 2021
C	Significant time spent away from classroom environment impacting on children's stamina and resilience as learners; with a particular impact on writing for a purpose and being able to sustain concentration and focus for extended periods of time
D	No opportunities for pupils to go on visits and trips or for visitors to come into school and share their cultures, experiences etc. This is a normal part of our curriculum and is integral to our "curriculum promises".

ADDITIONAL BARRIERS	
External barriers:	
D	High numbers of new starters from a range of differing backgrounds and experience in nursery and reception in particular with little or no face-to-face transition. In-year starters from wider school settings
E	Variation of home circumstances and impact of this on social/emotional needs of pupils. This will include a range of access to technology within different households
F	Emotional impact of loss of members of family on individual families and wider school community
G	New members of staff joining the school during both lockdown and post lockdown

Planned Expenditure for Current Academic Year					
Quality first teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rational for this choice?	How will you make sure it is implemented well?	Staff Lead	When will you review this?
Core curriculum review of reading, writing, maths and science	Gaps identified and recovery curriculum identifies core objectives required for each year group	Informs all teachers where curriculum gaps are so that they can be plugged in planning	Through phase leader meetings where gaps are identified and planning meets the needs of the curriculum	Phase leaders and staff in year groups	Termly
Non-core curriculum subjects audited to ensure that pupils have not missed out on key curriculum messages eg RSHE	Gaps identified and recovery curriculum addresses those areas where year groups have missed out on specific learning eg puberty in year four and sex education in year six	To ensure that all pupils are being taught the key messages and concepts within specific subjects that have been missed.	As above	As above	Termly
Ensure that new feedback policy is embedded and working effectively	Pupil feedback is immediate and moves learning on rapidly with deeper understanding of next steps. Staff workload is balanced and sustainable	Staff well-being and work-life balance is considered to ensure that staff are not overloaded with onerous and ineffectual marking expectations	Monitoring activities focus on impact of marking and feedback on pupil outcomes	SLT	Termly

Lessons are rooted in AfL principles	Children's starting points are continuously adapted throughout lessons and units of work	To ensure that all pupils are on task and are making good progress	Through monitoring the curriculum eg lesson observations, book scrutinies	SLT and mentors	Termly
Enhanced remote provision for all pupils not in school due to lockdown	Remote learning in place	Evaluation of previous remote learning offer identified key issues around access. As a result additional devices provided for those pupils who could not access the remote provision due to lack of a device. Where parents requested a hard copy that was provided	Monitoring of parental feedback and children's engagement in work	All members of staff	Weekly
Return of some curriculum activities such as Chick hatching, Bikeability and brass lessons	To ensure children are acquiring some cultural capital, practical exposure to life cycles and basic bike safety	Good opportunities to supplement the curriculum with some non-academic subjects	Monitoring activities by class teachers and feedback from outside providers	All class teachers (Y5 for Bikeability and brass lessons)	End of spring and summer term.

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rational for this choice?	How will you make sure it is implemented well?	Staff Lead	When will you review this?
Focus group interventions in all year groups	Gap is closing between attainment at December 2019 and interval assessment points	Children chosen who were at ARE or GD pre pandemic	Weekly evaluation and feedback from teachers delivering interventions	Phase leaders	Half termly from summer 2021
ELSA support for pupils identified with social, emotional and well-being needs	Pupils settle in well, back into the routines of the school	Increased need for social interaction following absences from school, reducing emotional barriers to learning	Senco to regularly monitor registers for interventions	SENCO	Half termly from summer 2021
Daily catch-up provision including, reading, spelling and X tables	Children build up stamina for reading and start to catch-up to previous attainment levels	Reading for those children who have fallen behind through lack of reading during lockdown	Regular assessment data	Class teachers	Half termly
Small group weekly catch-up provision	Gaps are identified and children given time to practice specific skills	Research shows that small weekly focused lessons led by CT will make a difference	Choice of staff leading intervention group	Class teachers	Half termly
Total budgeted cost:					£43,600

