

Redbridge Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	769	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£61,520		

STRATEGY STATEMENT

We believe every child should be supported to attain just as highly, and progress just as quickly as if their learning had not been impacted by the pandemic.

To this end our overall aim is;

- To raise the attainment of all pupils to close the gap created by the COVID-19 school closures
- To reduce the attainment gap between the disadvantaged children and their peers

Redbridge Primary School catch-up priorities

- To ensure that all pupils make good progress and standards of attainment across the curriculum
- To provide high quality interventions to those children who need them
- Adapt the planning and curriculum to meet the needs of the children,
- The overall aims of the catch-up premium strategy:
 - across the curriculum
 - To provide high quality interventions to those children who need them
 - Adapt the planning and curriculum to meet the needs of the children, To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning compounded by interruptions to learning due to lockdowns
B	Emotional impact of lockdown
C	Gaps in learning due to engagement in online learning

Planned expenditure for current academic year

Targeted support					
Action and Intent	Implementation	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact	When will you review this?

<p>Robust assessments to identify gaps in Reading, Writing and Maths.</p>	<p>Establish clear starting points for every child and adapt curriculum to address gaps.</p> <p>Detailed gap analysis through Question Level Analysis of the assessments to identify gaps for each child, group and class.</p> <p>Planning in Maths, Reading and Writing will address these gaps and misconceptions.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Pupil progress meetings and internal monitoring.</p> <p>Regular moderation led by Year Group Leaders and Phase Leaders.</p> <p>Book scrutinies and lesson evaluation cycle.</p>	<p>Children will make good progress from their starting points and meet Age Related Expectations.</p> <p>Gaps will be closed and children will make a successful transition into the next year group.</p>	<p>Through fortnightly meetings with the Middle and Senior Leadership teams.</p> <p>End of term and half term assessments.</p>
<p>Additional phonics for children in Year 1 and 2</p>	<p>Targeted support for children in ensuring that they meet the expected phonics standard by the end of Year 2.</p> <p>Phonics Screening Check in the Summer Term</p>	<p>There is a weight of evidence that systematic synthetic phonics, taught in the first years of a child's education, gives children key building blocks they need to understand words, underpins children's attainment of a good standard of reading and can inspire a lifetime love of reading</p> <p>Reading at an early age the key to success - GOV.UK (www.gov.uk)</p>	<p>Assessment tracking</p>	<p>Accelerate the progress of any child with gaps so that they reach age-related expectations by the end of the academic year</p>	<p>Ongoing</p>

Targeted interventions by the class teacher and Phase Leaders	Teaching Assistants and Higher Level Teaching Assistants will cover class sessions in the foundation subjects so the class teacher can run interventions to meet the needs of the children	<ul style="list-style-type: none"> The most qualified people – ie the teacher – can have the biggest impact on pupil attainment and progress. By using the teacher to provide targeted support ensures the quality of interventions and the impact on pupil outcomes. 	<p>Monitoring of progress and attainment of targeted children.</p> <p>Robust use of assessment data to track the progress and attainment of all children.</p>	All children will make excellent progress.	Each intervention will be reviewed after 6 weeks and further planning and further targets and interventions will be planned.
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Quality of teaching for all

Action and Intent	Implementation	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact	When will you review this?
Robust assessments to identify gaps in Reading, Writing and Maths.	<p>Establish clear starting points for every child and adapt curriculum to address gaps.</p> <p>Detailed gap analysis through Question Level Analysis of the assessments to identify gaps for each child, group and class.</p> <p>Planning in Maths, Reading and Writing will address these gaps and misconceptions.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	<p>Pupil progress meetings and internal monitoring.</p> <p>Regular moderation led by Year Group Leaders and Phase Leaders.</p> <p>Book scrutinies and lesson evaluation cycle.</p>	<p>Children will make good progress from their starting points and meet Age Related Expectations.</p> <p>Gaps will be closed and children will make a successful transition into the next year group.</p>	<p>Through fortnightly meetings with the Middle and Senior Leadership teams.</p> <p>End of term and half term assessments.</p>

Addressing gaps in the curriculum	<p>The curriculum has been re-designed to take account of gaps in learning due to Covid 19.</p> <p>This applies to all core and foundation subjects. The curriculum re-deign has ensured that all children end the current academic year with the skills and knowledge to move on to the next stage in their learning.</p>	<p>Through Google Classroom and the remote learning programme during lockdown, we were able to provide learning opportunities in most curriculum areas. However, some curriculum areas are not so easy to adapt to online. Therefore through ensuring that a broad and balanced curriculum is taught through the Summer and Autumn Term, any gaps will be addressed.</p>	<p>Pupil Voice</p> <p>Regular monitoring of progress and attainment in the broad curriculum.</p>	<p>Children will make good progress from their starting points and meet Age Related Expectations.</p> <p>Children will make a successful transition into the next year group.</p>	<p>Through fortnightly meetings with the Middle and Senior Leadership teams.</p>
Other approaches					
Action and Intent	Implementation	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact	When will you review this?
Supporting wellbeing and promoting resilience	<p>Appoint a Learning Mentor to address and support the Social Emotional and Mental Health of pupils.</p> <p>Additional training of all staff.</p> <p>Use the ELSA trained staff to support wellbeing and emotional literacy.</p>	<p>We recognise that children and young people learn better and are happier in school if their emotional needs are also addressed.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	<p>SLT discussions, pupil voice and monitoring</p>	<p>Children will feel safe and secure and have the appropriate learning behaviours to make good progress.</p>	<p>Ongoing</p>