

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	512 (2020/21) 539 (2021/22)	Amount of catch-up premium received per pupil:	£80
Total Catch-Up Premium Budget:	£40,640		

STRATEGY STATEMENT

Catch-Up Premium is allocated to the school to support every child to fulfil their potential by receiving an education that both challenges and supports their needs.

As the requirement is that all children return to normal schooling as soon as possible the premium is there to aid in that recovery. Allocation is based on a per pupil basis and as such 'all children at Sketchley Hill' will benefit from small group tuition over the course of the next year.

Schools are free to spend the Catch-Up Premium as they see fit'. However, as with all public money, schools are required to spend the premium for the purpose that it was intended and will be held accountable through the following below.

Tutors, Teaching and Support Staff will:

- maintain the highest expectations of all pupils.
- plan and deliver curriculum themes and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Basic phonic and spelling skills
B	Writing skills including basic sentence structure and handwriting/presentation
C	Basic Mathematics key concepts

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Support for families with technology and online learning
E	Maintain relatively high attendance levels

Planned expenditure for current academic year

Following guidance from the EEF we have ensured that we have implemented the following strategies:

Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils.

One to one and small group tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. Tuition delivered by qualified teachers is likely to have the highest impact.

Supporting Children, Parents and Carers

Provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year to focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
2020/21 Additional teacher for Year 3 in the mornings.	-To support a successful recovery following the COVID 19 pandemic SDP 20/21. -Improve achievement in English and Maths SDP 20/21. DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 1 change: Working with targeted children that are in school (particularly Year 2) DUE TO SCHOOL REOPENING MARCH 2021: - Working in Year 3 in the mornings to support English and Maths.	Great 'Wave 1' teaching is vital to narrowing the gap for children. Year 3 has been identified as a year group that needs the targeted support initially. Year 2 was identified as the year group that had the vulnerable children in school who needed extra support from the additional teacher. See above.	Teachers will be given the support needed to fulfill highly effective 'Wave 1' teaching. See above	SLT	Termly
				Budgeted cost:	£19,375

REVIEW			
	WHAT WORKED WELL?	IMPACT	NEXT STEPS
AUTUMN TERM	Action 1: Allowing the year group to be split into smaller groups.	Even with a Year 3 two week bubble closure, Dec 2020 internal school data showed very pleasing results in English and Maths. The vast majority of the children are on track to maintain or exceed their prior Key Stage attainment.	Following the January 2021 school closures for all but children of key workers and vulnerable children, the focus of the additional support changed to working with children attending the school in Year 2.
SPRING TERM	Change 1 – Based in Year 2 for the children who needed extra support. Change 2 – Year 3 support to allow year group to be split into smaller groups.	The children that were in during the school closure (Jan 5 th – Mar 5 th) settled and achieved well. Following the reopening on March 8 th , it was necessary to split the Year 3 cohort back into 3 smaller groups for the core subjects. This has allowed the team to really focus on the needs of individual children more where possible and ensure that mental health and academic requirements are met across the Year Group.	N/A Look into staffing requirements for the Summer Term to ensure that this can continue.
SUMMER TERM	Action 1: Allowing the year group to be split into smaller groups.	High levels of attainment were recorded in the Summer Term data shot. Lower ability children were supported and achieved well.	N/A

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
2020 - 2021					
1	<p>Tutoring EYFS, Year2 Year4</p> <p>-To support a successful recovery following the COVID 19 pandemic SDP 20/21. -Improve achievement in English and Maths SDP 20/21.</p> <p>DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 1 change: Support changed to work with targeted children that are in school (Year 2).</p> <p>FROM SEPT 2021 Action 1 change: Support for children in Year 2.</p>	Small group 'targeted' support identifying and filling gaps in learning.	Tutor discusses focus with the year group teachers prior to sessions and feeds back findings.	Deputy Head Teacher	Termly
2	<p>Tutoring Year 6</p> <p>-To support a successful recovery following the COVID 19 pandemic SDP 20/21. -Improve achievement in English and Maths SDP 20/21.</p> <p>DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 2 change: Support changed to work with targeted children that are in school (Year 3).</p>	Identified year group needing extra support.	Regular meetings and feedback to identify where the need is in the year group.	Deputy Head Teacher	Termly
2021 – 2022 (tuition for cohort year groups not covered in 20/21)					
1	<p>Tutoring EYFS, Year2 Year6</p> <p>-To support a successful recovery following the COVID 19 pandemic SDP 20/21. -Improve achievement in English and Maths SDP 20/21.</p>	Small group 'targeted' support identifying and filling gaps in learning.	Tutor discusses focus with the year group teachers prior to sessions and feeds back findings.	Deputy Head Teacher	Termly
				Budgeted cost:	£15,500

REVIEW			
	WHAT WORKED WELL?	IMPACT	CHANGES NEEDED
AUTUMN TERM 2020	<p>Action 1: Small group English and Maths tutoring for all children in Year 2.</p> <p>Action 2: Small group English and Maths tutoring for all children in Year 6. Based on need assessed on a weekly basis.</p>	<p>Small groups were identified by the class teachers to focus on gaps in knowledge following missing time due to COVID 19 and sessions were planned and delivered accordingly allowing the gaps in knowledge to be filled.</p> <p>The creation of the targeted groups being more fluid allowed the teachers and the tutor more freedom to specifically target gaps in knowledge identified each week. This allowed those children to access the curriculum more freely.</p>	<p>Support will be deployed to the children in the greatest need during the January lockdown.</p> <p>Support will be deployed to the children in the greatest need during the January lockdown.</p>
SPRING TERM 2021	<p>Action 1: Amended focus due to second National Lockdown. Support given to Year 2 cohort.</p> <p>Action 2: Amended focus due to second National Lockdown. Support given for Year 3 cohort.</p>	<p>Children were happy and settled in the school during the National Lockdown. Mental Health was a key focus for all in the Year 2 Team.</p> <p>Children were happy and settled in the school during the National Lockdown. Mental Health was a key focus for all in the Year 3 Team.</p>	<p>To return to the original plan and focus support on Year 4 cohort</p> <p>To focus support on the Year 5 cohort during the Summer Term.</p>
SUMMER TERM 2021	<p>Action 1: Year 4 targeted tutor support.</p> <p>Action 2: EYFS targeted tutor support.</p>	<p>Ready to progress criteria and Literacy gaps in knowledge used as the focus of the tutoring in Year 4.</p> <p>Small group support allowed teachers to focus on Wellbeing and Social interaction between the children.</p>	<p>Move resources to New Year 2 and new Year 6.</p> <p>-</p>
AUTUMN TERM 2021	<p>Action 1: Year 2 (2021/2022 cohort) targeted tutor support.</p>	<p>Small groups were identified by the class teachers to focus on gaps in knowledge following missing time due to COVID 19 and sessions were planned and delivered accordingly allowing the gaps in knowledge to be filled.</p>	<p>Move resources to the new Year 6 cohort for Spring</p>
SPRING TERM 2022	<p>Action 1: Year 6 (2021/2022 cohort) targeted tutor support.</p>		
SUMMER TERM 2022	<p>Action 1: EYF targeted tutor support.</p>		

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1	Mental Health CPD for all staff. Allowing for increased adult awareness of child and adult mental health. DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 1: Mental Health CPD to be made available for staff.	Following lockdown and increased anxiety among all staff and pupils it is vital to support those that need help.	Ongoing feedback within year groups and fed back in Staff meetings	Deputy Head Teacher	Termly
2	Seesaw full subscription Online high quality Home Learning Platform to facilitate Remote Learning. DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 2: Remote Learning is activated for the 70% of children learning at home.	All children need to have access to quality remote learning in the case of self-isolation or school closure	Ongoing monitoring from SLT	Deputy Head Teachers	Termly
3	Teach Active Implement active English and Maths lessons across the school. DUE TO THE JAN 2021 SCHOOL CLOSURE: Action 3: Teach Active training completed on the January training day.	Ensuring the delivery of key lessons whilst improving the physical and mental wellbeing of the children.	See PE impact report	PE Coordinator/ Deputy head	Termly
				Budgeted cost	£5765

COVID 19 Catch Up Premium	£40,640
Total budgeted cost:	£40,640

REVIEW			
	WHAT WORKED WELL?	IMPACT	CHANGES NEEDED
AUTUMN TERM	<p>Action 1: Mental Health monthly focus: <i>Sept: Mental Wellbeing</i> <i>Oct: Growth Mindset</i> <i>Nov: What do you do to unwind</i> <i>Dec: Positive memories</i></p> <p>Action 2: Remote Learning fully implemented.</p> <p>Action 3: Teach Active introduced to the staff.</p>	<p>Staff focused on identifying and addressing any Mental Health issues that arose both within the year groups with pupils and looking out for each other as colleagues.</p> <p>98% of students engaged in the Remote Learning using the Seesaw platform. This included 3 separate bubble closures. Non engagement was addressed by Deputy Head Teachers with support given to families.</p> <p>Staff developed ideas of how to implement active lessons both within school and remotely in the event of a bubble closure.</p>	<p>Staff will be required to undertake specific CPD during the Spring and Summer Term that relates to issues we have identified during the Autumn Term.</p> <p>Develop the variety of teaching and learning offered through the online platform.</p> <p>More training required for whole school implementation.</p>
SPRING TERM	<p>Action 1: Mental Health monthly focus: <i>Jan: New Year healthy eating</i> <i>Feb: RAIN (recognise, allow, investigate, natural awareness)</i> <i>Mar: Sleep</i></p> <p>Action 2: Remote Learning for majority of children during the national lockdown.</p> <p>Action 3: Teach Active being used in classes and with small groups across the school.</p>	<p>Staff supported with mental health strategies during national lockdowns and bubble closures.</p> <p>With, on average, 2/3 of the children working from home Seesaw was successfully deployed and children achieved well and followed the Year Groups curriculum as closely as possible.</p> <p>Year groups are beginning use the resources available to deliver small group and whole class</p>	<p>More staff to complete the Mental Health Awareness online course that was attended by the EYFS team in Spring.</p> <p>Ensure that staff keep up to date with Seesaw in the event of a further 'Bubble closure'.</p> <p>To embed the use of Teach Active in all Year groups so that a selection of English and Maths lesson are taught actively over the course of the week.</p>
SUMMER TERM	<p>Action 1: Mental Health monthly focus: <i>April: On your feet Britain</i> <i>May: Mental health awareness month</i> <i>June: Give to others</i> <i>July: Give to others</i></p> <p>Action 2: Remote Learning for majority of children during the national lockdown.</p> <p>Action 3: Teach Active being used in classes and with small groups across the school.</p>	<p>Staff given ideas and hints on how to look after their own, colleagues and their family's mental health.</p> <p>Seesaw was used for individuals self-isolating as there was no 'bubble closures' during the Summer term. It enabled children at home to continue with their learning remotely.</p> <p>Year groups are implementing active lessons, for whole class groups, across different subjects.</p>	<p>Sketchley Hill to adopt the Wellbeing Charter and implement across the school in the 2021-22 year.</p> <p>Seesaw will be triggered for individuals when needed and for local lockdowns if informed to by PHE.</p> <p>Year groups to include more 'Active' lessons in the 2021/22 year group.</p>

<p>AUTUMN 2021/2022</p>	<p>Action 1: Mental Health monthly focus: <i>Sept: Physical Health and Exercise</i> <i>Oct: Laughter</i> <i>Nov: One Kind Word</i> <i>Dec: Positivity at Christmas</i></p> <p>Action 2: Remote Learning for children that are self-isolating due to Covid 19</p> <p>Action 3: Teach Active being used in classes and with small groups across the school.</p>	<p>Staff given ideas and hints on how to look after their own, colleagues and their family's mental health.</p> <p>Seesaw was used for individuals self-isolating as there was no 'bubble closures' during the Autumn term. It enabled children at home to continue with their learning remotely.</p> <p>Year groups are using active lessons, for whole class groups, across different subjects.</p>	<p>Sketchley Hill to adopt the Wellbeing Charter and implement across the school in the 2021-22 year.</p> <p>Seesaw will be triggered for individuals when needed and for local lockdowns if informed to by PHE.</p> <p>Year groups to include more 'Active' lessons in the 2021/22 year.</p>
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All school approaches have been discussed and developed following guidance from the EEF.

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning

