COVID Catch-up Premium Strategy

SUMMARY INFORMATION				
Total number of pupils:	183	*(YR-6 2020 census)*	**Total catch-up premium budget:**	£8,240

STRATEGY STATEMENT

Our catch up strategy aims to fill some of the gaps that children have due to the national lockdowns. Priority will be given to support and develop children's emotional wellbeing as well as fill academic gaps children may have developed.

Colnbrook's catch-up priorities:

- To ensure all children return to school, are safe, well cared for and mental health is important
- To identify gaps in children's learning and take into account the different experiences children will have had during lockdown, including a variety of access to learning
- To fill gaps in learning with precise teaching and monitoring. This could include whole class teaching or smaller group sessions.

Colnbrook's overall aims of your catch-up premium strategy is to:

- Ensure children are given the opportunity to talk about their experiences and promote positive mental health
- Reduce the attainment gap between your disadvantaged pupils and their peers
- Raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Ensure disadvantaged and vulnerable children are provided with opportunities to fill gaps in knowledge or understanding

Catch-up at Colnbrook's will not:

- Cram missed learning – learning will be meaningful and remain in context
- Put pressure on children or families into rapid learning
- Put pressure on teachers to spend excess time identifying or providing extra tracking of gaps

PLANNED EXPENDITURE FOR THE CURRENT YEAR			
QUALITY 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?**
Developing quality first teaching including the accurate identification of gaps	Teachers knowledge will be enhanced so that they can effectively identify gaps and plan teaching to fill these effectively	EEF identifies quality first teaching as the most effective strategy in improving attainment	Ongoing monitoring by senior leaders and subject leaders. Use of Insight Tracker and PiXL accurately identifies gaps – monitored through pupil progress meetings.
Coaching for key staff to develop knowledge and skills	Leaders are effective at monitoring provision and ensuring all children are receiving a high-quality education.	Experience of this having a significant impact previously.	Ongoing monitoring by headteacher and impact seen through effective monitoring and engagement of staff.
Training for staff on approaches for managing behaviour and issues that may arise due to Covid and /or family factors that have arisen due to lockdown.	SEBDOS support provided to key individuals whose behaviour presents challenges in school. Targetted support from SEBDOS provided for key staff to provide skills to support children in their class	Experience of lockdown and family dynamics having a big impact on all children's emotional health and wellbeing. Maslow's hierarchy of needs highlights the importance of emotional / social needs before academic progress is made.	All children returned to school and are happy and settled in school. All children beginning to make good progress academically due to emotional needs being met.
		Total budgeted cost:	£2670

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?
Catch-up groups led by school	Children's gaps identified and grouped accordingly. Staff to work throughout the week with different groups to fill gaps missed due to school closures	EEF identifies small group interventions as a good method of filling gaps.	Ongoing monitoring of progress by class teachers to check gaps are being filled and accelerated progress made.
ELSA and nurture groups set up and run by staff for individuals / small groups	Children with identified needs supported emotionally with specialist ELSA and nurture trained staff.	Maslow's hierarchy of needs highlights the importance of emotional / social needs before academic progress can be made.	Identified returned to school and are happy and settled in school. All children beginning to make good progress academically due to emotional needs being met.
		Total budgeted cost:	£2775

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?
Home / School Link worker used to work with families to increase attendance and help manage safeguarding concerns	All children attending school regularly and safeguarding issues followed up promptly. Parents with additional Covid-related anxiety have a member of staff to contact.	Ongoing evidence of success with increasing attendance rates and good rapport built with home / school link worker and vulnerable families.	Ongoing monitoring by senior leadership team and improved attendance.
		Total budgeted cost:	£2760

How will the school measure the impact of the Catch Up Premium?

Half termly pupil progress analysis will take place by the senior leadership team, and this information will be used to inform discussions, provision management and the timely identification of further 'catch up' need and support required. Attendance data will be monitored weekly by the headteacher. Behaviour incidents monitored closely by the senior leadership team and patterns or trends identified quickly and underlying issues identified.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. The school will look at all pupils across the school as well as any pupils needing particular support at a particular time.

Both 'hard' and 'soft' data/evidence will be used to measure the impact of the Catch Up Premium.