

Cleves School COVID-19 Catch-up Premium

Summary

Total number of pupils:	720
Total catch-up premium budget:	In 2020-21, Cleves School expects to receive £57,600 in Co-vid Premium funding.

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
- a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
- a [16 to 19 tuition fund](#)
- School allocations will be calculated on a per pupil basis.
- Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.
- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year
- While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Context at Cleves School

- Our proportion of disadvantaged families is low compared to national (FSM - 6%, Ever 6 - 10%)
- The vast majority of pupils working at home during lockdown engaged well and were parents were very supportive
- In the last two weeks of the summer term all pupils returned on a morning / afternoon only basis so returned to school before the summer holiday
- All pupils completed GL assessment materials in this period and results were analysed prior to September 2020
- We provided a summer school with 180 pupils invited to attend
- On return in September 2020 we had a good response to children coming back to school and attendance was high
- An induction programme for new year 3 pupils was still provided with 4.00 pm school visits in the summer term and the Autumn INSET day used for an induction day

Cleves Strategy statement

The overall aims of your catch-up premium strategy

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school

Catch up IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning-

1. Whole school strategies

- Quality first teaching for all pupils is the most important lever schools have to improve outcomes for their pupils.
- Pupil Assessment and feedback information to help teachers determine how to most effectively support their pupils.

2. Wider strategies

- Provide extensive pastoral support to pupils and families on our return and if there are future school closures.
- Additional focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

3. Targeted academic support for some pupils

- using high-quality one to one or group tuition as a catch up strategy
- Additional after school catch up sessions

Barriers		
	Concerns	Actions
1	Each pupils' unique circumstances are identified and addressed through early assessment and interventions planning.	Early assessment and provision mapping
2	Some pupils are identified by their teachers as having low self-esteem and lacking in confidence which can lead to anxieties on return.	Increased counselling hours available and pastoral support groups
3	SEND and PPG children may have greater gaps in basic literacy and numeracy skills	Analysis of diagnostic tests to plan catch up programmes
4	A risk of not feeling included in the year group or able to participate with their peers in some activities on return	Increased time to deliver PSHE curriculum and pastoral support
5	If children are sent home to self-isolate due to COVID-19, or even have a number of occasions they have to self-isolate they will miss further school based learning.	Weekly learning grids prepared before return to provide daily work if required
6	Due to COVID-19, typical interventions are limited and restricted to bubbles, therefore some pupils will receive less support time currently.	Increased use of IT programmes and interventions. After school groups for some pupils
7	Attendance rate for a small number of pupils are lower than the school average which further disadvantages them.	Weekly tracking and early intervention and support. Involving EWO
8	Welfare of some FSM pupils who do not have a breakfast or break time snack resulting in them being hungry and potentially not being able to concentrate through the whole school day. Lockdown may have increased financial strain for families and therefore the number of pupils who may require support.	Breakfast and snacks available daily as required
9	Additional strain on families due to COVID-19 - loss of income, increased anxiety, pressure on parents.	Welfare officer to signpost families to contacts , charities , food banks
10	If pupils are required to self-isolate and home learn. Access to IT may be limited or not available.	Additional chrome books purchased for long term loan
11.	There is also the risk of a further national lockdown where schools are forced to close to most pupils	Review previous lockdown provision and impact

Action 1.	Whole school strategies - Quality first teaching and assessment	Success criteria
	<p>Quality First Teaching. Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Strategies include -</p> <p>Explicit instruction allows a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.</p> <p>Flexible grouping in class, when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Same day in class intervention by teachers and LSAs with afternoon recaps on literacy and numeracy if issues arose in morning work.</p> <p>Pre-teaching key vocab and key concepts to some pupils prior to main lesson and recapping on prior years LOs</p> <p>Teacher led intervention groups in class</p> <p>Literacy and Numeracy to start with retrieval sessions to embed prior learning and key knowledge.</p> <p>Curriculum</p> <p>Recovery curriculum planned for Maths and English for each year group. Objectives not fully embedded have been identified following question level analysis as. These key objectives will be allocated more teaching time and prior year's objectives will be recapped first.</p>	<p>All pupils at all ability levels benefit from outstanding teaching and are provided with appropriate , differentiated tasks</p> <p>Clear modelling of work and expectations</p> <p>Small groups can be supported to achieve learning objective lesson by lesson depending on need</p> <p>Pupils who did not secure a concept have a second chance</p> <p>Increased pupil confidence and key prior knowledge to improve outcomes in main lesson</p> <p>Short sessions in class to build daily basic skills practice</p> <p>To embed key knowledge and build in regular skills practice</p> <p>Year leaders and class teachers aware of learning objectives that need more time and attention and reflect in planning</p>

<p>Focus on consolidation of basic skills. The core skills which enable successful learning will require some increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p> <p>We will however continue to provide a broad and engaging curriculum that includes , topic, the arts and sport although some reduction in content may be required</p> <p>Assessment</p> <p>Setting aside time to enable teachers to assess both wellbeing and learning needs. For example, subject-specific assessments (through retrieval sessions and low stakes testing across the subjects) might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Current yrs 4 , 5 and 6 all completed GL assessments at the end of the summer term and these were analyzed by year leaders and teachers to inform planning</p> <p>On arrival in September baseline assessments are carried out with new year 3 pupils and areas identified for intervention to show gaps in learning and to inform future planning</p> <p>Continued use of assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.</p> <p>Frequent low stakes assessments to aid memory retention. It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc.</p> <p>Classroom monitor record keeping system to be updated by class teachers regularly</p> <p>Daily feedback used to make next steps explicit to children</p>	<p>Basic skills practice a little and often to allow daily work on key basics like number bonds and time tables</p> <p>A broad curriculum offer to ensure pupils remain engaged in school and develop wider interests</p> <p>A clear understanding of pupils requiring support and to identify knowledge gaps - cohorts , groups or individuals</p> <p>Planning amended to rectify lost learning</p> <p>Early identification of pupils requiring additional interventions.</p> <p>Planning amended to rectify lost learning</p> <p>A clear understanding of pupils requiring support and to identify knowledge gaps - cohorts , groups or individuals</p> <p>A clear understanding of pupils requiring support and to identify knowledge gaps - cohorts , groups or individuals</p>
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Action 2.	Wider strategies	Success criteria
	<p>Transition support</p> <p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Welcome back session for pupils in all other year groups on day of return and staff explaining any changes to school and provision.</p> <p>Providing transition support for new year 3 pupils with after school visits arranged in summer term to meet a member of SLT , see classroom and have a school tour .</p> <p>Autumn INSET day dedicated to year 3 only returning</p> <p>Additional transition support with SEND co liaising with previous school and parents to ensure well planned provision.</p> <p>Increased curriculum time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p> <p>Pastoral care</p> <p>Classroom environments developed to be comforting and promote wellbeing.</p> <p>Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness.</p> <p>Increased time dedicated to PSHE and whole class discussion.</p> <p>Welfare staff and learning support staff to provide small group or 1-1 support to assist pupils day to day.</p>	<p>Yrs 4 , 5 and 6 quickly settled and inducted on return with new risk assessment explained</p> <p>Yr 3 well prepared for Sept start and familiar with risk assessment for Autumn term</p> <p>Yr 3 well prepared for Sept start and familiar with risk assessment for Autumn term</p> <p>Staff well prepared for new pupils arrival and support plans in place early</p> <p>Pupils supported with the settling back process and any causes for concern reported to welfare officer for pastoral support / counselling</p> <p>Pupils supported with the settling back process and any causes for concern reported to welfare officer for pastoral support / counselling</p>

	<p>School counselling offer increased with further staff trained in drawing and talking</p> <p>Additional capacity secured with school's existing counselors</p> <p>Referral system for children causing concern re-shared with all staff</p> <p>Supporting parents and carers</p> <p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p> <p>A risk that high levels of absence after the summer poses a particular risk for disadvantaged pupils so ensure close and regular tracking and early intervention if required</p> <p>Resources for home learning and home works</p> <p>Providing additional books and educational resources to families with support and guidance such as maths packs</p> <p><i>Supported by Covid catch up premium £1500</i></p> <p>Whole staff CPD</p> <p>Research based high quality teaching metacognition, working memory, low stakes assessments etc. Continued best practice sharing</p>	<p>Continue to signpost parents to helpful sites , mental health activities and support services</p> <p>High levels of attendance return 98% target</p> <p>Maths apparatus available to use at home</p> <p>Staff confident and clear on class strategies</p>
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Planned additional expenditure		
Action 3.	Targeted academic support for some children	
	<p>Summer school 2020 Funded by Cleves (not using Covid catch up funding) for pupils with low prior attainment AND those pupils who did not engage well during home learning (160 places offered) Focused on Cleves non-negotiables in literacy and numeracy (key learning objectives we believe all pupils need to secure)</p> <p>Early identification of pupils who require targeted support Standardised assessments in literacy or numeracy carried out at the end of the summer term used to identify pupils who would benefit from early additional catch-up support on return in September and the LOs that need covering.</p> <p>Provide one to one and small group tuition – additional to quality first teaching High quality one to one and small group tuition as a catch-up strategy. Linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p><i>Supported by additional staffing utilising catch up premium £40,360</i></p> <p>Extended school time In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.</p> <p><i>Supported by additional staffing utilising catch up premium – £3500</i></p> <p>Intervention programmes In order to support pupils who have fallen behind furthest, structured interventions delivered one to one or in small groups, are necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p><i>Third space utilising catch up premium £6840</i></p>	<p>Low prior attainers to benefit from 2 additional weeks basic skills work.</p> <p>Pupils who require intervention sessions additional to class literacy and numeracy quickly identified and programmes tailored to their needs / learning gaps</p> <p>Pupils who have fallen below their previous attainment band back to expected trajectory prior to lockdown.</p> <p>Pupils who have fallen below their previous attainment band back to expected trajectory prior to lockdown.</p> <p>Pupils who have fallen below their previous attainment band back to expected trajectory prior to lockdown.</p>

	<p>Access to technology</p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Technology could also be valuable; for example, by facilitating access to online tuition or support. Set of 30 new chrome books to be available as loan devices</p> <p>Providing loan equipment alongside support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p><i>IT provision utilising catch up premium £5400</i></p> <p>Summer support Summer 2021</p> <p>Cleves funded summer school programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama</p>	<p>Pupils who have fallen below their previous attainment band back to expected trajectory prior to lockdown.</p>
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