



Greenvale Primary School – COVID catch-up premium Strategy Statement – 2021-22

Our vision ***“Nurturing and Inspiring Life Long Learning”*** provides the framework for education in our school. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Teaching

Outstanding teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.



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Due to prolonged absence from school (COVID 19), the current Reception and Key Stage 1 cohorts have significantly low baselines on track to meet National Expectations:

Whole cohort Year 2 Sept 2020			Whole cohort Year 1 Sept 2020		
Reading	3/57	5%	Reading	5/54	9%
Writing	3/57	5%	Writing	4/54	7%
Maths	6/57	11%	Maths	5/54	9%

Whole cohort Reception October 2020												
Communication and Language			Physical Development		Personal Social and Emotional Development			Literacy		Mathematics		On track for GLD
L&A	U	S	M&H	H&SC	SC&SA	MFB	MR	R	W	N	SSM	11%
12/30 40%	11/30 37%	10/30 33%	3/30 10%	11/30 37%	10/30 33%	8/30 27%	9/30 30%	4/30 13%	7/28 25%	8/30 27%	9/30 30%	

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TOTAL CATCH-UP PREMIUM BUDGET	£11,360	AMOUNT OF CATCH-UP PREMIUM RECEIVED PER PUPIL	£80
Total Number of Pupils	142(R – 2) 25 (Nursery)		



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Barriers to learning:

Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria:
A. Teaching:	<ul style="list-style-type: none">• Baseline assessments to identify gaps in learning.• Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.<ul style="list-style-type: none">• Feedback used to make next steps explicit to children.• Whole staff CPD for metacognition, working memory, SEND support (Clever Fingers, Alphabet Arc, Precision Teaching)• On arrival baseline assessments are carried out and areas identified for intervention.• Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?• Altered environment• Resources to address gaps in learning• Curriculum adapted to ensure core learning experiences which were missed have been addressed.• Increased learning time allocated to phonics and reading.• Speech and Language trained TA for small group of identified need.• Nurture group for KS1 – pupils assigned by Boxall Profile assessment.• NELI programme – TA to deliver	<p>Analysis will show that whole class gaps have been filled. Analysis of individual data (assessments, pupil voice, book looks) will show that gaps have been filled and progress is being made.</p> <p>Boxall Profile will show improved SEMH</p>



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Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria:
<p>B. Targeted academic support:</p>	<ul style="list-style-type: none"> • Parents informed about their child’s next steps and how to support at home. • Same day interventions for closing the gaps and addressing misconceptions. • Pre-teaching established to make curriculum access more equitable. • Teacher led interventions – content determined by analysis of baseline assessments. • Speech and Language TA to deliver NELI programme • Speech and Language TA to deliver Language Link to pupils identified through assessment 	<p>Parents will be engaging with the school / outside agencies</p> <p>Interventions will be effective for rapid progress</p> <p>Speech and language will be addressed for rapid progress</p>
<p>C. Wider strategies:</p>	<ul style="list-style-type: none"> • Boxall used to establish needs where necessary. • Nurture Classroom for dedicated Nurture sessions. • Classroom environments developed to be comforting and promote wellbeing. • Daily opportunities for sensory breaks. • Individualised SEMH support for pupils who require it - including play therapy • FLO to liaise and support parents with any attendance issues. • Informing and including parents in their child’s next steps. 	<p>Boxall results will show improved wellbeing.</p> <p>Children will feel supported and calm in school.</p> <p>Parents will feel supported and engaged.</p>



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Planned Expenditure for current academic year 2020-21:

Action	Intended Outcome	Evidence & Rational	How will you ensure it is implemented well?	Approximate Cost	When will you review this?
<p>Teaching: Whole school reading skills and phonics</p>	<p>Pupils will be able to use taught skills to read with growing fluency. Pupils will show a greater understanding of the text read and answer questions 4/5 times correctly Phonics will be taught at least twice a day</p>	<p>Baseline indicated that pupils needed to revisit skills such as blending to read fluently and comprehension. Extra lessons with Lexia on line</p> <p>Phonics will aid the development of writing and reading. New phonic scheme to improve delivery and learning</p>	<p>Lesson observations</p> <p>Book look</p> <p>Pupil conferencing</p> <p>Data analysis</p> <p>Staff training</p> <p>Staff meetings</p> <p>Feedback</p>	<p>CPD/ resources: £1000 Including Lexia licences</p> <p>Resources: £450 CPD via OT: £750</p>	<p>October 2020 – interim December 2020</p>
<p>Whole school core strength and fine motor control</p>	<p>Pupils will show improved letter formation and control over writing for longer periods of time. Core strength will improve through more planned outside learning, PE and OT training completed with pupils.</p>	<p>Lack of pencil control and attention. OT interventions were needed and resources from report bought Equipment, staff training on clever fingers/OT equipment (Sept 2020) and environment adapted to suit needs of pupils</p>		<p>White Rose 'catch up' Curriculum: £100</p>	



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Action	Intended Outcome	Evidence & Rational	How will you ensure it is implemented well?	Approximate Cost	When will you review this?
Adapted curriculum	<p>Pupils will be able to access an adapted curriculum to ensure that revisited skills are embedded.</p> <p>Adapted resources and environment will allow pupils to cope better following a prolonged period of absence.</p> <p>Staff will be able to utilise their training to deal with the different needs of the pupils following COVID disruptions.</p>	<p>Embedding / revisiting skills that were taught prior to COVID disruptions before moving forward into a full curriculum.</p> <p>Resources that are needed to ensure that staff have the correct equipment/training to embed skills and move pupils forward in their learning at a rapid pace</p>		Resources: £150	
Nurture for KS1 pupils	<p>Pupils who are identified with SEMH will be assessed using Boxall profile and integrated into the Nurture class</p>	<p>Assessment from the Boxall profile will identify areas that pupils need to work on to allow them to access the curriculum learning</p>			



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Action	Intended Outcome	Evidence & Rational	How will you ensure it is implemented well?	Approximate Cost	When will you review this?
<p>Targeted academic support:</p> <p>Parental support</p>	<p>Parents will feel supported by the school and be able to deal with family issues in a rational way and where appropriate have support from outside agencies. Parents will feel supported when having to home educate their child due to COVID absence from school.</p>	<p>Discussions with parents/carers have continued throughout COVID disruptions and lock down. This has enabled the school to be fully aware of families in need. Families have a strong bond with the school and experience has shown the school that parents/carers are happy to come forward for support where needed. Other avenues, such as Social Care, Early Help are also a way in which the school identifies families. This includes completing charity forms for help with household items such as cookers and washing machines. Support with education is vital to ensure pupils continue to learning at home</p>	<p>Discussions with parents/carers</p> <p>Outside agency engagement</p>		<p>October 2020 – interim December 2020</p>



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Action	Intended Outcome	Evidence & Rational	How will you ensure it is implemented well?	Approximate Cost	When will you review this?
Interventions	Interventions will be planned for / or delivered same day to ensure that understanding and misconceptions are addressed immediately	Evidence shows that if a misconception is addressed quickly pupils understanding is clearer and pupils are ready to continue their learning the next day. Interventions that are completed more frequently have been identified through other means of assessment for example SEMH, play therapy and speech and language	Lesson observations Book look Pupil conferencing Data analysis Staff training Staff meetings Feedback	CPD: £250 TA:£5000	
Speech and language	Pupils will be assessed using Language link and groups of pupils with identified gaps in their understanding will be set up	Language link ensures that pupils understanding in concepts are addressed and trained staff will work with pupils for up to 12 weeks		LL programme: £200	
NELI programme	NELI programme will be adopted from January	Pupils in Reception will engage in the NELI programme with a member of trained staff to address identified areas	Results from NELI programme	TA: £5000	



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<p>Sensory circuits</p>	<p>Pupils will be able to ready to learn</p>	<p>Sensory Circuits is a sensory motor skills programme that helps pupils become more organised and achieve the 'just right' level of alertness they need to help them prepare for the day's learning</p>	<p>Inclusion Manager to observe</p>		
<p>Attendance</p>	<p>School will aim to achieve 96% attendance</p>	<p>The majority of pupils have missed at least 6 months worth of Education due to COVID disruptions. It is vital that all pupils attend school to ensure that any 'gaps' in their learning are addressed and rapid progress is achieved</p>	<p>HSLW to work with Medway AAP bi-weekly</p>		