



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



Summary Information					
School	Frances Olive Anderson C of E Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£14,240	Number of pupils	178
	Review March 2021	Spent	£8,582.29		179
	Review May 2021	spent	£10,614.35		180

Guidance	
<p>Children and young people across the county have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19) and the ongoing implications. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit, but from whatever background a number of children and their families will have had their well-being impacted in some way. The impact of lost time in education and the time to settle back into routines, a re-balance and connection with others will be substantial. The scale of our response must match the scale of the challenge and be based on assessments of the children academically and emotionally on their return to school.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from Reception to Year 6.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds – guidance to schools	EEF Recommendations
<p>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 guidance from https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</p> <p>Schools have the flexibility to spend their funding in the best way for their co-hort and school circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a guide to</p>	<ol style="list-style-type: none"> 1) Teaching and whole school strategies <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support 2) Targeted approaches <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time 3) Wider strategies <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology



support schools to identify evidence-based approaches to catch up for all students. https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/	<ul style="list-style-type: none"> • Summer support
This is a live document and will be reviewed every 6 weeks in light of pupil progress meetings.	

1) Teaching and whole school strategies

Desired Outcome	Action / approach	Rationale	Cost	Impact – has the desired outcome been achieved?
To re connect with children and families.	<p>Communication prior to return in September 2020 with parent and carers regarding known impact on their children/child</p> <p>Session to meet and greet classes before the summer break – time to say goodbye to the current teachers and make a connection with the new teachers</p> <p>Information shared in a timely way with families regarding procedures and routines for September.</p>	Having the knowledge of the individual experiences, where appropriate will ensure that we are able to have relevant support in place before return to school		<p>Communication has been excellent between school and families. New email set up purely for health mentor communication. Children and families have been identified early for support and support accessed.</p> <p>Next step – use funding to buy in more specialist support such as education psychologist, STAPS assessments and connection with The Working Together Team (WTT) where further needs and barriers have been identified.</p>



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



	<p>Completing Healthy Minds work on ... during the summer – use as a starting point</p> <p>Upgrade Seesaw account</p>	<p>Provide high quality remote education which has proved to be successful in first lockdown</p>	<p>£783.20</p>	<p>Also use funding to allow SENDco and Health Mentor time to make appropriate referrals and meetings with parents.</p>
<p>To establish learning behaviours and a willingness to learn</p>	<p>Time to establish routines, focus on mindfulness sessions daily, talking time, exercise and being ready to learn. Slowing the day down and avoid discussing gaps – celebrate what has been achieved and special times had with families.</p> <p>Use of class skills development eg THINK</p>	<p>Children learn best and make progress when they are happy in themselves, feel listened to and can air their worries in a safe way – de clutter the brain to allow for learning</p> <p>Children learn to appreciate one another and become used to working as a class once again – looking after everyone's well-being. A harmonious feeling and support developed within bubbles will benefit all in mental health and learning academically will directly be impacted.</p>		<p>Following the sharing of this document with governors, parents have been made aware of the link to the Kids' Skills work and sign posted to parent and child mental health support.</p>



<p>To be able to provide qualified forest school experiences for all pupils</p>	<p>SW Forest School Leader Award</p>	<p>A re connection with nature, learning in the outdoor environment will benefit all pupils</p>	<p>£715.50</p>	
<p>For all staff to have a better understanding on how to support children with ASDHD in the classroom</p>	<p>Training – People First</p>	<p>Informed staff can provide the best environment possible for the pupils, triggers and signs will be seen sooner which will then mean less impact on other learners within the setting.</p> <p>Resources purchased for use in class for regulation</p>	<p>£595.00</p> <p>£283 Plus a repeat order as resources are having an impact £283</p>	
<p>To identify gaps in knowledge and baseline</p>	<p>Use of teacher assessment and pupil progress tests where appropriate. Carry out gap analysis in reading, writing and maths. Identify focus for whole class teaching/revision. Plan to teach concepts required within each cohort Individual and group gaps will be addressed through</p>	<p>Allows for teaching to be guided by what the cohort requires rather than purely following the curriculum for the year group. Ensures, learning is starting from the baseline and there are no building blocks missing as a cohort.</p>	<p>Extra phonics resources to aid catch up £765 OUP</p>	



	targeted support – see next section.			
To address whole co-hort gaps in maths	<p>All teaching staff to access Active maths training and implement with their co-horts</p> <p>Maths revision homework books for year 1 to year 6, with parent guide for support</p> <p>Timestable Rockstars subscription</p> <p>Use of White Rose resources for class teaching and home learning</p>	<p>Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils.</p> <p>It uses the principles of mnemonics, intended to assist the memory, to develop “mastery”, providing a deepened understanding of number and calculation using the four operations.</p> <p>It is proven that learning gained by interacting with others, supports retention. Using images, actions and verbal reasoning the child’s learning develops using a spiral approach.</p> <p>Active Number has proven impact within both the lead school and beyond and is also supported by the current EEF guidance reports.</p>	<p>Training £800 Resources £60</p> <p>Maths revision books £296.40</p> <p>TT Rockstars £170</p> <p>White Rose Maths £99</p> <p>2nd subscription £120</p>	<p>Staff feedback has been extremely positive about the impact of Active maths. 4 sessions have been observed. Children’s confidence and enjoyment in maths can be seen. Arithmetic has improved. Next steps – application of knowledge, reasoning and using their knowledge</p> <p>Pupils engaging with homework</p>



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



<p>To address whole co-hort gaps in English</p>	<p>All teaching staff and teaching assistants to access Active spelling training and implement with their co-horts</p> <p>Use of Active English to address gaps in SPaG</p> <p>Access CPD for English Lead on assessing and evidencing reading</p>	<p>Much like the already well established Active English and Active Number approaches, Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future. This has been thoroughly designed and is underpinned by research with a significant impact upon the outcomes in Spelling ages so far. This provides approaches to the implementation of spelling across the School and the deep rooted understanding of how to ensure that progress is made in this area of the curriculum.</p>	<p>Training £1800 Resources £38 Phonics online £210 Spelling phonic books £280</p> <p>Active English Books £150</p> <p>£140</p> <p>£175</p>	<p>Impact not as evident yet as with the Active Maths in terms of data. Feedback from staff – general improvement. We have a follow up session in January booked with the trainers. Next steps – develop our own analysis strategy and collect evidence of the success. Use catch up fund to release English lead to carry this out.</p>
<p>To have a range of high quality and engaging texts for use at school and for remote learning</p>	<p>Research into quality resources for home learning – Bug club, resources for widening reading opportunity, purchase more books for</p>		<p>OUP Books for Whole School £1,352.20 Laburnum specialist books £80</p>	<p>Books purchased. Review impact next term.</p>



	school and use during home learning			
--	-------------------------------------	--	--	--

2) Targeted Approach

<p>Areas for learning addressed individually</p>	<p>Pupil Progress review all staff at least 6 weekly</p> <p>Use of Number Sense intervention</p> <p>Use of precision teaching</p> <p>Pre-teaching sessions</p> <p>Follow up sessions from the morning learning</p> <p>Toe by Toe</p> <p>Revision / booster sessions</p> <p>Redeployment within school, of teaching assistants to enable interventions to take place – at times the teacher takes the intervention, TA works with rest of the class.</p>	<p>Depending on the outcome of the pupil progress meetings held every 6 weeks, the appropriate intervention and person to deliver the intervention to be identified for the individual or group.</p> <p>Further interventions may be used as the year progresses and according to the need if what we are currently doing is not having the desired impact</p>	<p>Resources in school – time and staff to deliver</p> <p>As above</p>	<p>Children successfully identified. Interventions in place and re deployment of TAs to support in afternoons in KS2 classes where gaps are bigger.</p> <p>Alternative routes to support being sourced ie Educational psychologist, further STAPS sessions, Working Together Team – will be funded with catch up fund</p>
--	---	--	--	---



	Research alternative interventions during the year as the need arises.			
--	--	--	--	--

3) Wider Strategies

For the children to be emotionally regulated in order to access the learning in the classroom	<p>Bubble time</p> <p>Health mentor interventions tailored to individual needs</p> <p>Dr Ben Furman's Kids' skills</p>	<p>Happy children are happy learners.</p> <p>Lots of research has shown the impact anxiety, worries and mental health can have on pupil outcomes. This is recognised in inspection and government directives.</p> <p>How to convert children's problems into learnable skills</p> <p>White paper by Ben Furman</p> <p>January 2018</p> <p><i>Misbehaviour is children's way of informing you that they miss a skill and that they haven't figured out yet what it is.</i></p>		Summary of successes and ongoing work to be shared at governor meeting.
---	--	--	--	---



	Use of 5 point anger scale	<p>A key idea in Kids'Skills is that in this approach you don't focus on children's problems, but on skills that children need to learn to overcome their problems. This shift in focus from problems to skills has significant benefits. It fosters hope, improves collaboration with children as well their parents and above all makes it easier to bring about change not only in the children, but also in the entire social network surrounding the child.</p> <p>An understanding of 'emotional hijack' for all staff and pupils will help us to be more effective with our support for individual pupils. We aim to support the children in being able to self-regulate their feelings, recognise when they need to do something positive to stop an angry outburst.</p>		
--	----------------------------	--	--	--



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



As above. To address constructively worries and anxieties which may be a barrier to accessing learning	Health mentor e mail for parent / carers to access	To connect with parents and carers so they can share their worries, give staff the necessary background to support the family as a whole and in partnership.		Positive impact – communication between school and families is good.
Pastoral lead to access training to further enhance our knowledge and provision for mental health wellbeing.	Attend Mental Health Conference – 4 modules digitally accessed.	During the lockdown period, Professor Tim Kendall (NHS England's national clinical director for mental health) and Professor Ed Bullmore (neuroscientist, Cambridge University) spoke of how hard children were being hit by the impact of the pandemic and the possibility that the psychiatric effects could last beyond a decade. ELSA training to be accessed for 2 TAs	£250.80 Any associated resources required Cost of supply cover to enable pastoral lead non-contact time to implement and roll out her learning across school £495.00 per person	Sharing of learning has had positive impact on the staff team. Some aspects have been used directly with parents already. Next steps – staff professional development delivered using learning from the conferences. Catch up fund to release health mentor and pastoral lead to plan sessions to use with staff and parents.
To be able to provide high quality in class and remote learning during self-isolation times	Purchase staff laptops to replace old/out of date ones.	Teachers are able to facilitate effective home learning with increased capacity to share resources and communicate learning to children.	Cost of laptops £645 Lap top trolley £985	Laptops purchased and working more effectively



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



<p>To provide staff and the school with the opportunity to learn from and work with a range of schools within the area.</p>	<p>Join the Kyra Gainsborough group</p> <p>Access support and advice for the HT and leaders.</p> <p>Access to CPD</p> <p>Access to moderation groups</p> <p>Opportunity to join research groups</p>	<p>Schools which reach outwardly for support and to share own successes will continue to self-improve naturally.</p> <p>In addition, at this difficult time for all, this collaboration offers guidance and support which is especially valuable as we are meeting with new challenges on a regular basis</p> <p>Provides an opportunity to bench marks for resources / training / interventions and whole class strategies – sharing of excellent practice and practice which has a positive impact.</p>	<p>Cost of joining £6 per pupil £1,157</p> <p>Cost to release staff to attend meetings and carry out actions as they arise</p>	<p>At leadership level – very positive impact which has then cascaded through school at all levels.</p> <p>Moderation for EYFS, Year 2 and Year 6 accessed and supported out internal assessments</p>
---	---	---	--	---