Copthorne COVID-19 Catch-up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	518	Total catch-up premium budget:	£34,160

Overall aims of the 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 • The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school

Planned expenditure for current academic year

Quality of teaching for all					
Objectives / Target	**Planned Actions**	**Success Criteria**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Adapt curriculum planning to address missed objectives and consolidate the basics.	• Staff meeting time allocated to mapping the Recovery curriculum • Curriculum objectives are highlighted and identified as not taught or taught and those essential for progress • 'Missed' objectives annotated to show when these will be addressed.	• Staff understand how to amend and adapt the curriculum to address lost learning • Children work through well sequences, purposeful learning schemes • Clear reviewed curriculum plans are in place • Essential/foundation concepts are taught	Curriculum plans to be reviewed by subject leaders Summer Term Monitoring Schedule – learning walks will check lessons being taught against planned recovery curriculum	Subject leaders (check coverage and delivery through planned monitoring)	Half termly 1st review May 2021

		• Pupils have the knowledge and skills necessary to progress in their learning • Teachers know when and how missed learning will be addressed			
To provide **CPD** to teachers on **high quality teaching** for all.	• Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, long term memory/schema, low stakes assessments & remote learning	• Teachers develop a broad array of teaching strategies that positively impact upon long-term learning • Every teacher is supported and able plan and deliver learning opportunities to achieve the best outcomes for pupils • All staff effectively use retrieval practice to ensure that prior learning is not lost	CPD calendar updated with aims and success criteria for sessions Content of CPD based on evidence-based practice Delivery of CPD by staff knowledgeable about and experienced in pedagogy underpinned by cognitive science CPD format follows best practice advice and guidance such as the DfE's Standards for Teachers' Professional Development	SN / CS	
To develop an effective **remote offer** that support the learning of pupils while schools are closed due to Covid-19	• Staff CPD on ensuring the elements of effective teaching are present –e.g. clear explanations, scaffolding and feedback • Providing access to technology (laptops and internet dongles) • Provide access to other ways of working for individual children or families as required e.g. Paper packs, small group	• A strong remote learning offer is in place to support children learning at home as a result of isolation or a self-isolation or national lockdown • Remote learning curriculum is broad and balanced reflecting, as far as possible, that taught in	SLT added to all classes Class Dojo Pages Monitoring schedule to include remote learning checks	SN	

	• Remote Learning Approach and Policy written • Teachers and Support staff training on the Learning Platform Class Dojo • Parent support to use class Dojo – Video tutorials and staff available over the phone • Implement Learning by Questions	school. • An online learning platform is in place and all staff are trained in its use • Weekly homework activities are uploaded and feedback to pupils given accordingly • Pupil engagement levels are high (90+%) • Pupils make at least good progress in their learning • Staff have access to rich formative and summative assessment information	Pupil and Staff feedback Engagement data Curriculum Impact Meeting outcomes Learning by Questions assessment data		
To ensure that **assessment** is used effectively to enable teachers to determine how to most effectively support their pupils	• Star Maths Assessments Purchased • On arrival baseline assessments are carried out and areas identified for intervention • Verbal questions, and low stakes quizzes used to diagnose gaps in learning and informing teaching. CPD to teachers on effective retrieval practice • Learning by Questions implemented	• Analysis of individual data (tests, pupil's books) will show that gaps have been filled and progress is being made • Pupils regularly engage with LbQ • LbQ provides rich formative and summative assessment data	Data Analysis Curriculum impact meetings Learning by Questions assessment data	SN/HB	
To ensure effective **transition**	• Establish a designated section of the website • Children stay with class teachers until 21st September • Curriculum maps highlighted to identify areas where pupils are likely to require additional support or catch up opportunities • Baseline Assessments completed	• Pupils' wellbeing and learning needs are assessed enabling teachers and other school staff to provide effective support • Pupils return to school ready to learn and prepared for this stage of their education • Opportunities provided for	• Transition guidance shared with staff • Pupil voice • Parent voice • CPOMS records	SN	

	• Mental Health and Wellbeing Lead provide teachers with activities to boost resilience and self esteem e.g. EduKit Bounce back pack • Head of School share whole school assembly to welcome back and reintroduce routines. Teachers discuss and reinforce expectations in class • Teachers provide time for children to talk about their experiences of lockdown • Transition back to school after Lockdown area of the website created to support staff and parents https://copthorneacademy.co.uk/transition/ • Liaison with secondary schools to plan transition activities for current Year 6 • Year group recorded parents' meetings to explain our expectations	teachers to share information about pupils' strengths and areas for development • Teachers have a good understanding children's gaps in learning • Children understand the expectations as regards their work and behaviours upon returning to school • Parents understand the expectations and how to support their child. • Children are confident about and prepared for secondary school			
					Cost £6925

Targeted Support					
To establish structured **small group interventions**, to support pupils who have fallen behind furthest to make accelerated progress towards their individual	• Curriculum impact meetings scheduled wk be 22/03/21 to agree teacher led interventions – content determined by analysis of baseline assessments. • Puppies and Pirates intervention for children in Year 5 and 6 £3600 • After school small group tuition delivered by Copthorne staff -Year R, 1, 2,3, 4 & 5	• Interventions follow assessment, ensuring that support is well-targeted pupil progress is monitored • Sessions are carefully timetabled to enable consistent delivery • Targeted support for children with speech and language needs will lead to accelerated development for those children	• Intervention overviews completed for each class • Interventions monitored by SLT. This is included on the monitoring overview.	SN / SW	

targets	• Teachers and support staff deliver same day interventions for closing the gaps and addressing misconceptions • Additional daily phonics lesson timetabled • Small group phonics delivery. Based on baseline assessments – delivered by teachers and support staff. (RB extra hours) • AHT's timetabled to provide small group intervention EK - EY & KS1 HB & SW KS2 (Yr 3 / 4 & 5 / 6) • HOS weekly reading intervention Yr 5 • Year 5 & 6 taught in smaller groups for Maths and English each day • Before school morning Mathletics (Year 5) AP deliver • Weekly Speech and Language sessions for children with identified communication and language issues • 'Starbooks' before – or after –school reading sessions with the librarian for identified pupils across the school	• Gaps in learning are quickly and effectively addressed • Pupils make at least good progress from their starting points post-lockdown	• Curriculum Impact Data • Monitoring and evaluation of lessons and learning		
					Cost: £17, 235

Other approaches					
Parents and carers are supported to help	• All parents provided with information about their child's next steps and how to support at home	• Parents are provided with regular and supportive communications to increase attendance and	Parent feedback	SN / HSLO	

		engagement with learning			
their child with learning	• Parent meetings arranged with children who did not engage with home learning. • Parents online workshops focus on self-regulation, e.g. establishing a quiet place to work, organisation of equipment, and work routines and habits • Year group recorded parents' meetings to explain our expectations	engagement with learning			
To support pupils' **well-being** and help them to overcome barriers to learning	• Weekly mentoring sessions with Learning Mentors • You, Me, PHSE scheme of work purchased. All Year groups cover Physical health and wellbeing & Mental health and emotional wellbeing. Weekly lessons will be delivered • Mental Health and Wellbeing Lead shares resources with staff • Mental Health and Wellbeing section of the website established https://copthorneacademy.co.uk/mental-health-and-wellbeing/	• Pupils are supported make good decisions about their own health and wellbeing. • Pupils are able to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources • The curriculum promotes pupils' self-control, ability to self-regulate, and strategies for doing so • Attitudes in school reduce stigma attached to mental health and wellbeing issues	• Pupil voice • Parent voice • CPOMS records • Monitoring and evaluation of lessons and learning		
To **extend the school day**	• School day extended by 45 minutes Tues, Wed & Thursday during the Autumn Term • 'Catch up' sessions added to Year 1-Year 6 timetables	• Additional curriculum time allows teachers to address gaps in learning as a result of children forgetting or it not being taught	• Staff consultation • Staff meetings/CPD to ensure effective timetabling ('catch-up' not done at the end of the day).		

			• Regular SLT reviews of timetables to ensure catch-up is taking place at an appropriate time during the day so as to maximize learning.		
To provide all families with **access to technology**	• Audit of all families access to a device • Safeguarding settings to be added to devices • Pupils are provided with devices • Loan school chromebooks to disadvantaged pupils without a device • Claim government issued laptops • Purchase 4 class sets of 30 laptops from London Grid for Learning	• Lack of access to technology is no longer a barrier for disadvantaged children	• School audit detailing access to a device, the need to share and internet access • Effective contact with parents by phone or via socially distanced home visits as necessary • Advice by IT team followed in terms of most appropriate devices to support home learning. • Remote learning engagement tracking based on live lesson registers and work completion in portfolios • Access to tech support available through school		
				Cost £10,000	
				Total budgeted cost: £34,160	