

Desford Community Primary School

COVID Catch-Up Premium



SUMMARY INFORMATION

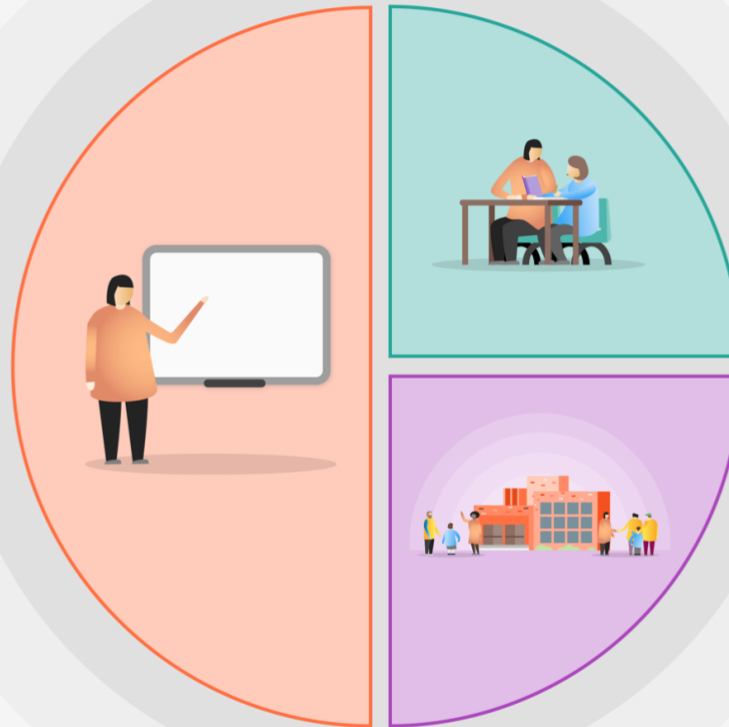
Total number of pupils:	395	Amount of catch-up premium received per pupil:	£85 per pupil
Total catch-up premium budget:	£33,575	Amount of catch-up premium budget allocated:	£33,125

STRATEGY STATEMENT

- Our school's catch-up priorities include:
 - Addressing the gaps that have been identified from school closure.
 - Improving quality first teaching through a coaching based approach.
 - Ensuring that the mental health and wellbeing of children and adults is prioritised.
 - Improving the delivery of phonics in Key Stage One and beyond to support children who did not pass the KS1 phonics check.
 - Maintain access to technology and remote learning to support learners at home.
- The core approaches that we are implementing include:
 - **High-Quality Teaching:** Coaching Inset, SoundsWrite Phonics, Leicestershire Support Network Events.
 - **Targeted Academic Support:** additional LSA provision, access to online targeted intervention programmes, online occupational therapy.
 - **Wider Strategies:** Forest Schools, Mental health training, maintenance of remote learning provision, parental engagement evenings.
- The overall aims of your catch-up premium strategy, for example:
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - To reduce the attainment gap between our disadvantaged pupils and their peers.

1 Teaching

- Coaching Inset
 - o Head Teacher CPD
 - o Senior Leader CPD
 - o Cover arrangements for coaching with teaching staff
- *SoundsWrite* Phonics CPD
 - o EYFS teacher training
 - o KS1 teacher training
 - o Wider teaching staff training
- LTS Support Network Events
 - o Literacy Difficulties & Dyslexia
 - o Maths Learning & Dyscalculia
 - o Word Level Intervention



2 Targeted academic support

- Additional LSA Afternoon Support
- Additional Focussed Teacher Support
- Widgit Premium
- WordShark Subscription
- Reading Unlocked
- GriffinOT CPD and resources

3 Wider strategies

- Forest Schools
- Mental Health First Aiders
- Senior Mental Health Lead
- Remote Learning Provision
- Parental Engagement Events

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Interim assessments on return to school has indicated that we have lower levels of attainment in reading, writing and maths at both Key Stage One and Two in comparison to pre-closure attainment.
B	Levels of motivation, self-esteem and re-adjusting to classroom routines after extended periods of absence have had an impact on pupil wellbeing and for key individuals – their behaviour.
C	Children moving into KS2 who do not have secure phonics knowledge require focus to address gaps in their learning.
D	Missed opportunities to practise and rehearse learning – especially in relation to spelling, handwriting and number.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

E	Current attendance for all pupils and key groups is currently below the 2018 national average. All – 93.36%; Disadvantaged – 89.85%. Attendance for the previous academic year for disadvantaged was also below the 2018 national average. Disadvantaged – 92.02%.
F	There is the potential for children to need to self-isolate as a result of having COVID-19 or for other linked reasons such as household isolation. Up to the end of October 2021 there have been 85 confirmed cases of COVID-19 for students at DCPS.

High Quality Teaching

Action	Budgeted Cost	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Introduce and use a coaching-based approach to improve quality first teaching.	£6000	Teachers will have clear steps to meet their targets (PIPs) to improve their quality first teaching.	Improving the quality of teaching across the school is vital to address gaps and develop future teaching.	A coaching based approach will form our school's approach to performance management (PIPs)	CW	February 2022
Implement <i>SoundsWrite</i> Phonics	£3000	A consistent, school-wide approach to delivering phonics from Early Years through to KS2.	A verified phonics scheme is needed across the school. This will particularly aid the supporting of learners who do not pass the KS1 phonics check.	Monitoring and evaluation of the delivery of phonics (initially in Early Years) Phonics-focused PIP targets for identified teachers.	MPh	January 2022
Access LTS Teacher Support Network Events	£30 per delegate per course £100 per delegate per course (cover) 6 courses = approx. £1500	Teachers will have access to high quality training to implement in their own classrooms before disseminating to wider staff in Professional Development Meetings.	Ensuring that our practice is current and rooted in recent research and evidence is essential to improve teaching.	When CPD events have been attended, feedback will be gathered and shared promptly in PDM schedule.	JW	April 2022
Early Years Resources	£2500	Address the changing needs of a cohort who have had limited or no nursery experience in comparison with a typical year before beginning Foundation Stage.	Access to high quality resources will enable improved engagement in provision activities.	Resources are based on high quality planning and are supported by staff in provision.	MPh	February 2022
	Total budgeted cost:					£13000

Targeted Support						
Action	Budgeted Cost	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional LSA afternoon support	£7500	Interventions will be delivered on a regular basis to key groups of children.	Gaps and specific learning needs have been identified by class teachers and additional support will allow for them to be identified where quality first teaching cannot.	Interventions will be based on AfL and summative assessment. Teachers will be responsible for designing interventions and briefing support staff.	JW	February 2022
Additional Targeted Teacher Support	£5000	Intervention and small group teaching will take place to address specific needs and identified gaps.	Gaps and specific learning needs have been identified by class teachers and additional support will allow for them to be identified where quality first teaching cannot.	Gaps and specific needs will be identified by class teachers. Additional targeted teacher support will be fed back to teachers and next steps put in place.	JW	March 2022
Access to Nessy Dyslexia Support	£200 (10 licenses)	Children who have been identified through dyslexia screening will have access to bespoke practice in school and at home.	Nessy has been recommended to us by an Educational Psychologist with expertise in supporting children with reading difficulties and particularly dyslexia.	Identified children will have timetabled spaces to access Nessy. Class teachers will monitor their usage in school.	SENCo/JW	Summer 2022
<i>WordShark</i> license & online platform access	£575 (250 licenses)	KS2 Children will have access to reading and spelling practice at home and in school. Teachers will have access to insights and further gap analysis.	<i>WordShark</i> has been recommended to us by an Educational Psychologist with expertise in supporting children with reading difficulties.	KS2 Class teachers will monitor the usage of <i>WordShark</i> . Parents will be informed of the platform and encouraged to engaged at home.	SENCo/JW	Summer 2022

Reading Unlocked license & access	£249 subscription £200 equipment	Identified children who are below ARE or at risk of slipping will have access to an independent reading practice app.	<i>Reading Unlocked</i> has been recommended to us by an Educational Psychologist with expertise in supporting children with reading difficulties.	Class teachers will monitor the usage of Reading Unlocked. Parents will be informed of the platform and encouraged to engaged at home.	Reading Team	Summer 2022
Widgit Premium access	£500 12 months	Consistent resources and visuals will be in place across the school and in use – particularly in writing lessons.	Widgit will allow us to have a consistent approach to high quality teacher made resources.	CPD will be delivered to teaching and support staff on using Widgit. Resources within the classroom will be produced using Widgit to ensure a consistent approach. Resources will be audited and a focus of learning walks.	JW	Summer 2022
Access to GriffinOT online courses and CPD	£500 10 licenses £500 resources	There will be access to professional Occupational Therapy courses to address sensory processing and fine motor skill difficulties.	Specific occupational therapist strategies and interventions will be available to address specific learning needs.	Class teachers will work alongside the SENCo to identify effective strategies to support sensory processing and fine motor skills. Strategies used during intervention will be carried into everyday teaching.	SENCo	Summer 2022
	Total budgeted cost:					£15,225

Wider Strategies

Action	Budgeted Cost	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Forest Schools CPD	£1500	Children will have access to a wider curriculum to develop confidence and self-esteem through a hands-on approach.	See information here .	CPD will be attended and implemented by Forest Schools lead (initially in EYFS and Year 1) on a timetabled basis. Forest Schools consultant to visit and aid with implementation.	DC	February 2022
Mental Health First Aider CPD	£900 CPD £250 implementation	Our school will have three trained members of staff to respond to children who require support with their wellbeing.	See information here .	Staff will be made aware of training and what is available to children Linked to wellbeing and support plans that are put in place for children.	NB	Summer 2022
Senior Mental Health Lead Training	£0 – Covered by DfE grant	Our school will have a trained senior mental health lead with training on supporting children and staff who are having difficulties with their mental health.	See information here .	Staff will be made aware of training and what is available to staff and children Linked to wellbeing and support plans that are put in place for staff and children.	NB	Summer 2022
Remote Learning/Technology Provision	£2000	Children who have to self-isolate will have access to the same learning that is taking place in school.	During previous school closure, lessons being uploaded to SeeSaw and remote learning check ins were effective.	Teachers have clear instructions around what needs uploading if a child is unable to come into school as a result of COVID-19.	JW	Ongoing

Parental Engagement Evenings	£250	Parents will attend and receive information about key curriculum areas: reading, phonics, maths, eSafety.	Promoting strategies to support learning at home and encouraging engagement with online platforms will have a positive impact on the learning that takes place in school.	Events will be programmed in and well publicised to parents.	SLT/Curriculum Leads	Summer 2022
	Total budgeted cost:					£4900