

**Serlby Park Academy Primary School**  
**Coronavirus Catch Up Premium Grant**  
 2020-21

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	401	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£32,080.00		

STRATEGY STATEMENT
<p>The overall aim of the Serlby Park catch premium strategy is to quickly establish the impact of the lockdown on pupils' gaps in academic attainment and social and emotional wellbeing so staff can respond with bespoke interventions to ensure all children make accelerated progress.</p> <p>This funding will be used alongside of other funding such as the Pupil Premium Grant to raise the attainment of all pupils and to close the gap created by COVID-19 school closures.</p> <p>Our key priorities are:</p> <ol style="list-style-type: none"> <li>1. Ensure all children are attending school regularly</li> <li>2. Ensure children are emotionally ready for returning to formal learning</li> <li>3. Ensure consistent high-quality teaching and learning across the school</li> <li>4. Ensure identified children have access to necessary 'catch up' interventions</li> <li>5. Ensure all children's home learning is not inhibited due to the lack of technology or educational resources available to them at home</li> </ol>

**BARRIERS TO FUTURE ATTAINMENT**

<b>A</b>	Low attendance on return to school and increased time away from the classroom due to bubble closures or isolation periods.
<b>B</b>	Increased gaps in phonics, reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown.
<b>C</b>	Pupils struggling with social, emotional and mental health needs exacerbated by the circumstances of lockdown.
<b>D</b>	Home learning environments during bubble closures and periods of isolation.

**TARGETED SUPPORT**

Action	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?



<p>Monitor attendance daily and use first day calling procedures to establish relationships with parents and carers.</p> <p>Send weekly communication to parents and carers about the attendance expectations.</p> <p>Ensure pupils, parents and carers are clear on the measures used by the school following the comprehensive risk assessment process.</p> <p>Log Covid-19 related absences separately and track return to school dates.</p> <p>Ensure all children return to school after a bubble closure.</p>	<p>The school attendance to be at least 96% (not including Covid related absences)</p> <p>Where class or Individual pupil attendance is not at or above 96%, it is tracked closely and rapid improvement is seen.</p> <p>The number of Persistently Absent (PA) pupils reduces over time.</p>	<p>The EEF states in Covid- 19 support guide for schools: "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. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils."</p>	<p>Weekly meetings with a member of SLT, the school attendance officer and the pastoral team.</p> <p>Attendance to be monitored daily.</p>	<p>PR/ CR LS, SJ and LH</p>	<p>Half - termly</p>
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Work closely with the local authority to ensure low attendance is challenged.					
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TARGETED SUPPORT					
Action	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?
Purchase and implement Phonics Tracker	To ensure the gaps in children's knowledge are identified and quickly addressed.	Recommended by the Trust Director for Learning responsible for phonics and early reading.	Additional CPD delivered on the use of the tracker. Half termly monitoring of the tracker from the DoL. Pupil gaps and progress monitored fortnightly at year group RAG meetings.	EL Class teachers	fortnightly
Purchase more phonetically decodable books (due to bubble structures and book quarantine).	All children will have access to the appropriate phonetically decodable book.	The EEF states in Covid- 19 support guide for schools: "Providing additional books and educational resources to families with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children."	Pupil gaps and progress monitored fortnightly at year group RAG meetings.	EL Class teachers	Half termly

<p>Provide after school booster clubs for all children identified as needing them in in Y1, 2 and 3.</p>	<p>To provide additional learning time for identified gaps to be filled.</p>	<p>DFe guidance 'Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months'</p> <p>The EEF states in Covid- 19 support guide for schools: "Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress."</p>	<p>Pupil gaps and progress monitored fortnightly at year group RAG meetings.</p>	<p>EL Class teachers</p>	<p>fortnightly</p>
<p>Purchase Purple Mash (Y1 – Y6) Mini Mash (EYFS)</p>	<p>Online platform for all pupils to access. All pupils will have a dedicated area to receive work and communication from their teacher.</p>	<p>DFe guidance 'Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months'</p>	<p>All children will be shown how to use their account. All log in details shared with parents. A 'how to guide' has been uploaded to the school website to support parents. All classes will use this platform to set homework. In the event of a bubble closure all lesson links and work will be set via this platform.</p>	<p>ICT leader All teachers</p>	<p>Weekly with all teaching staff.</p>



Purchase Tapestry	Online platform to increase parental contributions to the EYFS children's development. Increased interaction between staff and parents.	The EEF states in Covid- 19 support guide for schools: Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	The EYFS leader will provide clear communication to parents on how to use the new software. All EYFS staff will have access. All profiles will be monitored by the EYFS leader.	EL EYFS Class teachers	Half termly
Purchase CPG work books for all children across the school.	All children will have access to additional age appropriate work linked to their learning in class. Children without devices at home will have paper work to complete.	The EEF states in Covid- 19 support guide for schools: 'Providing additional books and educational resources to families with support guidance may be helpful.'	Pupil progress discussed at fortnightly RAG meetings with key stage leaders.	All teachers	fortnightly

Provide additional CPD to support staff to ensure interventions are targeted and impactful.	All support staff are to deliver bespoke interventions to the children in their bubble. All interventions are tracked. All children identified with specific gaps make at least good progress which is evidenced in their work.	The EEF states in Covid-19 support guide for schools: "Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress."	Experienced SEN leader to deliver the CPD.  Pupil progress meetings held to discuss progress and barriers.	Senco Key stage leaders	Half termly
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TARGETED SUPPORT					
Action	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?



<p>Purchased Jigsaw and CPD books on supporting pupils with Anger Management.</p> <p>Emotional wellbeing interventions will be run by class TAs.</p>	<p>All children will have access to high quality emotional support.</p> <p>Lessons will cover a balance of age appropriate strategies to support the pupil's emotional wellbeing.</p>	<p>The EEF states in Covid- 19 support guide for schools: "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>CPD will be delivered to all staff.</p> <p>The school Thrive practitioner will support staff development.</p> <p>The SLT team will monitor the incidents that are logged on Cpoms linked to behavior and SEMH.</p>	<p>LJ LM CR</p>	<p>Half termly</p>
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TARGETED SUPPORT					
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<p>Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes.</p>	<p>Ensure the school has a clear overview of the resources need to support online learning at home.</p>	<p>The EEF states in Covid- 19 support guide for schools: "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.</p>	<p>The school SLT to monitor the information held by the school.</p>	<p>VT</p>	<p>Weekly</p>

<p>Access ICT support to ensure that all school laptops and devices are able to be used safely by the children at home should they be required.</p>	<p>To make sure the schools e-safety and safeguarding agenda is maintained.</p>	<p>The Trust and school safeguarding and e-safety policy.</p>	<p>ICT support from the school technician and the Trust ICT director.</p>	<p>CL</p>	<p>Weekly</p>
<p>Source additional laptops and devices.</p>	<p>Ensure all children are able to access remote learning.</p>	<p>The EEF states in Covid- 19 support guide for schools: 'In particular, lack of access to technology has been a barrier for many disadvantaged children. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.'</p>	<p>Work collaboratively with the trust to source devices.</p>	<p>VT and CL</p>	<p>weekly</p>



<p>Provide all staff with regular training on how to facilitate online remote learning sessions.</p>		<p>The EEF states in Covid- 19 support guide for schools:  To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>	<p>Work collaboratively with the trust to continually monitor, assess and improve the remote learning offer.</p>	<p>CR</p>	<p>Weekly</p>
<b>Total budgeted cost:</b>					<p>£34, 118.73</p>

