

Total number of pupils	508	Amount of catch-up premium received per pupil	80	Total catch-up premium budget	40,640
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Strategy Statement

We recognise that children have been affected in many ways from the closure of schools and isolation due to Covid-19 pandemic and that the catch-up for disadvantaged pupils requires a multifaceted approach, operated over a longer period of time than just this academic year. Thus, Downsell Primary has committed to utilising a catch-up approach over the next 3 years.

Education Endowment foundation findings on the effect of the pandemic:

- School closures are likely to reverse progress made to close the gap in the last decade since 2011.
- Supporting effective remote learning will mitigate the extent to which the gap widens.
- Sustained support will be needed to help disadvantaged pupils catch up.

Our overarching principles are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To support the social, emotional and mental health of our pupils

This academic year's specific priorities are:

- Ensuring pupils have fair access to our 'catch up' interventions – whether they attend school, isolate or are working remotely
- Supporting improved attendance of our most vulnerable pupils and families
- Deliver live sessions for full participation, collaboration and feedback, and to support parents who may have other work commitments alongside managing independent activities set within the standard remote offer each school day
- Ensuring that our pupils have access to devices and resources to support the continuation of learning through any disruptions
- Ensuring our learners still receive a tailored provision when accessing learning remotely
- Putting in place support for children's social and emotional needs
- Preparing Year 6 their transition to secondary school
- Preparing Year 2 for their transition to key stage 2
- Ensuring Year 5 readiness for their SATs next year
- Ensuring rapid progress is made in Reading, Writing, Maths and speaking and listening for all groups
- SEND is identified swiftly and appropriate support is put in place

2021-22 (to be reviewed and updated as needed, at end of 2020 - 21)

- Year 6 (previous year 5) in order that they are best prepared for their transition to secondary school
- Year 5 (previous year 4)
- Year 2 (previous year 1) in order that they are best prepared for their transition to key stage 2
- Year 2 (previous year 1) – tailored intervention support for those who did not pass phonics screening check during previous year
- Reception (Previous Nursery) in order that they are best prepared for their transition to key stage 1
- Year 1 – rapid progress made in Phonics to ensure a higher number pass phonics screening
- Ensuring rapid progress is made in Reading, Writing, Maths and speaking and listening for all groups mentioned above
- Ensuring rapid progress is made in science / KUW and social skills
- SEND is identified swiftly and appropriate support is put in place

2022-23

- See previous academic year – to be reviewed and updated as needed at end of 2021 -22

Identifiable barriers to learning

Barriers to future attainment

Academic barriers

A	Low levels of academic attainment at present in reading, writing or maths
B	Low levels of progress measured from their previous prior attainment across measured from the prior key stage
C	Access to support when working remotely – multiple children families, working parents

Additional barriers

External barriers

D	Access to devices / wifi / resources / manipulatives when working remotely
E	Engagement and motivation when working remotely
F	Parental attitude to learning during the pandemic
G	Periods of illness of child and parents / 'long covid'
H	Bereavement issues and increased anxiety affecting emotional wellbeing

Planned expenditure for current academic year

Quality first teaching			
Actions (related to barriers detailed above)	Intended outcome and success criteria	What's the evidence for this and rationale for this choice?	How will you make sure it's implemented?
A. Low levels of academic attainment at present in reading, writing or maths B. Low levels of progress measured from their previous prior attainment across measured from the prior key stage			
Teachers ensure all lessons delivered support pupils to develop learning through clear explanation and questioning and provide feedback Teachers incorporate the use of quizzes and online assessments to check learning is embedded Teachers to send home appropriate resources where needed for pupils	All pupils receive high quality instruction and explanation for learning every day All pupils receive appropriate and developmental feedback for their learning Pupils make solid progress in their learning at an effective pace	What makes good remote learning is no different to what makes good class-based learning. EEF detail most effective strategies, including high-quality feedback, questioning, clear explanations. Teaching and Learning Toolkit EEF	HT to drop in on live sessions giving feedback where necessary to further improve teaching delivered Staff training to be delivered on the most effective strategies within our remote platform and how to operate them
Tailored provision for vulnerable groups Differentiated teaching	All pupils are able to access the same differentiated provision they would have had access to in school		DH to lead on the setting up of SEND and EAL online learning
Pupil progress meetings to identify targeted support needed Booster groups on return to school Intervention groups on return to school	Narrow the gaps created by lockdown and pupils make strong academic progress	Covid-19 and remote learning would have made a significant impact on pupil progress	Pupil progress meetings Register of booster groups Adults assigned to year group interventions
Teachers to track all topics delivered and taught over the lockdown period and those that have not been able to covered in significant detail as planned	To ensure children receive a broad and balanced curriculum	Children who face many barriers may not be able to access a variety of things due to their circumstances. School should ensure that we are able to fill this gap for them.	Teachers to feedback on areas that will need revisiting and plan for this through catch-up – timetables to show this broad and balanced curriculum

C. Access to support when working remotely – multiple children families, working parents

D. Access to devices / wifi / resources / manipulatives when working remotely

Teachers to send home appropriate resources where needed for pupils	Pupils have access to physical resources to support understanding, engagement and can use resources matched to their phase of learning. All sessions can run live, will be engaging, effectively taught and enjoyably.	Providing additional books and educational resources to families	Weekly phone calls to families Monitoring of pupil's access to remote learning – registers
School to provide laptops for home learning All pupils targeted to be given access to wifi, devices and access when working at home, pupils given access to devices when in school to engage with sessions.		Minimizing the technology gap is fundamental to this programme	

E. Engagement and motivation when working remotely

F. Parental attitude to learning during pandemic

Teachers maintain a register of those accessing remote learning Teachers making weekly follow up calls to all families and daily for those not engaging. This includes talking to parent for a catch up and speaking directly to pupil. Pupils invited to school if circumstances change for their family or if ack of engagement continues Ensuring pupils have access to devices so that google meet can be accessed	All pupils engage in remote or class based learning every day and followed up where not	To reduce further widening of the gap pupils must engage fully with learning and the access additional sessions to catch up lost learning.	Teachers to be given register Year group leaders to check weekly on engagement levels for all classes and ensure contact has been made SLT to monitor record sheets every week
Sessions will be live led sessions to ensure pupil participation and questioning, collaboration are key	All pupils are able to engage in targeted sessions whether in school or at home and have	Access and parental support for logging on is crucial to ensuring pupil's learning can continue	Ensure enough devices are maintained by the school

elements of each targeted session and parents are not required to support pupils in the sessions other than to ensure they log on. Independent tasks completed within the session and shared directly for AFL purposes. Teacher can then support pupils are required and challenge them further.	access to key resources to do so at their level Parents do not feel the additional sessions create any extra burden on themselves.		Ensure school orders enough WiFi devices
G. Periods of illness of child and parents / 'long covid'			
H. Bereavement issues and increased anxiety affecting emotional wellbeing			
Social, emotional and mental health of pupils is monitored through online observations and weekly phone calls	To support our community's wellbeing	Mental health barriers are increasing for children. Covid-19 will have also contributed to this rise of those suffering from difficulties	Teachers to flag families they are concerned about Referrals made to school counsellor Parent questionnaire
Sending of care packages to families in need / those requesting it		Covid-19 would have had an impact on many of the families in our school community	Parent questionnaire Food bank Delivery of food packages
Total budgeted cost:			41,000