

COVID-19 CATCH-UP Premium Spending Plan

School: **The Parkland Federation**

Revised in light of National Lockdown 2 - Partial School Closures

Summary Information - Parkland Junior School			
Total Number of Pupils	243 on roll	Amount of Catch-Up Premium Received per Pupil:	£80
Total Catch-Up Premium Budget	£18,800	Trust Top up Funding £4,123 (Total £22,923)	

Summary Information - Parkland Infant School			
Total Number of Pupils	179 on roll	Amount of Catch-Up Premium Received per Pupil:	£80
Total Catch-Up Premium Budget	£14,160	Trust Top up Funding £3,106 (Total £17,266)	

Total for The Federation - £40,189

Strategy Statement
<p>Parkland's catch-up priorities: How it is intended that the grant will be spent?</p> <ul style="list-style-type: none"> ● Teaching and whole school strategies: <ul style="list-style-type: none"> → Forensic Gap Analysis of pupil skills - Assessments in Reading, Writing and Maths and ELG identify clear next steps. → Formative Assessment Protocol agreed in schools to ensure identified gaps are filled through bespoke planning and Quality First Teaching (both remotely and in school) → Increased teaching capacity in Year Group Bubbles (when schools return fully) ● Targeted support: <ul style="list-style-type: none"> → Individual and small group intervention support across all year groups for all identified groups of learners. Led by Assistant Head of School (maths) and Reading Leads (remotely and in school)

- **Wider strategies:**

- Quality First Teaching ensures key skills are focussed on where gaps are identified
- Year 2 Phonics Assessments are carried out and interventions in place (Missed screening in Year 1 2020)
- Assistant Head of School to manage all Pastoral interventions (Play Therapy, Family Support Worker, School Counselor and Mental Health Practitioner) to ensure early identification of need. Weekly meetings to take place with the Pastoral Team
- A mental health focus in the fortnightly school newsletter to raise the profile of support on offer and a bespoke remote wellbeing day for families, led by professionals in this field
- ESBAS funding for identified pupils who may need additional support with behaviour issues as a barrier to learning
- Virtual meetings with parents to offer support
- In school Attendance Officer to ensure pupils are in school, as well as to provide support for parents who may be anxious (when schools are fully reopened)
- Pupil Premium Lead to work alongside Attendance Officer to ensure all groups of pupils attend school regularly (when schools are fully reopened)
- Attendance in remote classrooms to be monitored by Assistant Head of School daily and concerns reported to SLT

- **Aims of the use of catch up funding:**

- To close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers which may have widened due to school closures

- **How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed**

- Data analysis each term (when schools are fully reopened)
- Pupil Progress meetings with Senior Leaders/dialogue for individual pupils (when schools are fully reopened)
- EHC provision targets tracked by SENCO
- Senior Leaders to monitor teacher planning to ensure identified gaps from assessments are addressed through weekly lesson planning (Now done remotely)
- Standardised assessment analysis and SLT monitoring to measure impact of adapted planning (when schools are fully reopened)
- Attendance Tracking shared with Senior Leaders daily (remotely and when back in school)
- Pupils identified as absent due to COVID-19 tracked through Remote Learning protocols

Action Plan				
Teaching and Whole School Strategies:				
Focus / Year Group	Issue	Action	Intended Impact	Cost
Whole school Reading	<p>Reading:</p> <p>Gaps in Reading for Year 1 - Year 6</p>	<p>Reading Lead:</p> <p>Whole school:</p> <ul style="list-style-type: none"> → Analysis of assessments identify gaps (when schools return) → PPMs identify target pupils (when schools return) → Bespoke planning based on gaps monitored by reading lead (when schools return) → Bespoke interventions and sessions by Class Teachers in Google Classrooms/Tapestry for identified children in phonics → Bespoke interventions in Year 6 led by Reading lead (Live lessons) 	<p>Evident pupil progress in Years 1 - 6. Any identified gaps from Pupil Progress Meetings seen to be closing.</p> <p>Year 6 GDS Reading is a focus</p> <p>Attainment gap between disadvantaged pupils and their peers is shrinking</p>	<p>Teacher Salary £40 per hour</p>
Whole school Maths	<p>Maths:</p> <p>Gaps in Maths for Year 1 - Year 6</p>	<p>Specialist Maths teacher</p> <p>Whole school:</p> <ul style="list-style-type: none"> → Analysis of assessments identify gaps (when schools return) → PPMs identify target pupils (when schools return) → Bespoke planning based on gaps monitored by maths lead (when schools return) → Bespoke Maths interventions led by Maths Lead. These will be live. 	<p>Evident pupil progress in Years 1 - 6. Any identified gaps Any identified gaps from Pupil Progress Meetings seen to be closing.</p> <p>Attainment gap between disadvantaged pupils and their peers is shrinking</p>	<p>Assistant Head Teacher Salary £45 per hour</p>

<p>Whole School Teaching Teams</p>	<p>Capacity of Teaching Teams:</p> <p>We need to improve the capacity in some year group bubbles to allow additional interventions to take place without moving staff across bubbles.</p>	<p>New Teaching Support Staff</p> <p>Whole school:</p> <ul style="list-style-type: none"> → All Year Group Bubbles to have an additional adult so that there is a minimum of 5 adults to support 1:1 work as well as small groups (when schools return) → Additional support in class will allow specialist TAs to be released for interventions (when schools return) 	<p>Specialist interventions can be carried out safely by bubble experts, ensuring swift progress for pupils. Any pupils identified from Term 2 data are supported and Term 3 data reflects accelerated progress. Teacher workload is reduced, promoting staff wellbeing</p>	<p>£118 per day per additional adult (£590 per week per adult)</p>
<p>Home Learning Review</p>	<p>Clarity of Home Learning:</p> <p>Clear Protocol devised to support Learning at home, including Google Classroom, Maths programmes (TT RockStars and MyMaths and Spelling Frame for English)</p>	<p>Supporting Parents and Carers:</p> <ul style="list-style-type: none"> → Review of whole school homework systems to incorporate Google classroom. → Sharing of Google Classroom Protocols by Computing Teacher 	<p>Parents and Carers have clarity regarding Home Learning expectations and are supported well by school staff. Tracking highlights that all children can engage in learning at home.</p>	<p>£40 per hour - Computing Teacher time</p> <p>£300 Spelling Frame cost for Years 1-6</p>
<p>STAFF CPD</p>	<p>New Staff:</p> <p>Enhanced CPD for new teachers and support staff regarding Remote Learning</p>	<p>Specialist English/maths teachers</p> <ul style="list-style-type: none"> → PD maths leads leading short maths sessions on a weekly basis during PDM → Formative Assessment protocol in place (when schools return) → Release time for identified new teachers to ensure quality online provision is mirrored across the schools (through Google Classrooms until schools return) → TAs to be trained in data input following assessments to allow teachers to focus on planning and teaching 	<p>All new teachers are able to teach using Google Classroom and confident to do so.</p> <p>Teaching Assistants are trained to input data correctly ready for in depth analysis by teachers and Senior Leaders</p>	<p>£1000 TA additional hours for data input time</p>
<p>Targeted Support:</p>				
<p>Focus / Year Group</p>	<p>Issue</p>	<p>Action</p>	<p>Intended Impact</p>	<p>Cost</p>

<p>Year 6</p>	<p>Reading, Writing and Maths key skills:</p> <p>Some pupils did not access virtual learning during school closures and have fallen behind peers when considering key skills</p>	<p>Specialist maths, writing and reading teachers intervention programme:</p> <ul style="list-style-type: none"> → Maths specialist teacher to analyse data and identify target pupils for support. X3 interventions session weekly (will be done Live 2 x weekly) → Reading Lead to support additional intervention groups weekly, including extended school provision for terms 3, 4 & 5. Now live 	<p>Evident pupil progress in core subjects. Any identified gaps seen to be closing. Any pupils identified from Term 2 data are supported and Term 3 data reflects accelerated progress.</p> <p>Attainment gap between disadvantaged pupils and their peers is shrinking</p>	<p>Teacher Salaries £40 per hour</p>
<p>Years 1 - 5</p>	<p>Reading, Writing and Maths key skills:</p> <p>Some pupils did not access virtual learning during school closures and have fallen behind peers when considering key skills</p>	<p>One to one and small group intervention: Reading, writing, maths</p> <ul style="list-style-type: none"> → Specialist intervention lessons for core areas take place daily, including 1:1 reading (some of these will be via Google Classroom and some when we return after school closures) 	<p>Evident pupil progress in core subjects. Any identified gaps seen to be closing. Any pupils identified from Term 2 data are supported and Term 3 data reflects accelerated progress.</p> <p>Attainment gap between disadvantaged pupils and their peers is shrinking</p>	<p>£118 per day per additional adult (£590 per week per adult)</p>
<p>EYFS</p>	<p>Historic Low Starting Points: Identified as Communication & Language and English and Maths during Baseline Assessments 2020</p>	<p>Additional EYFS support staff to:</p> <ul style="list-style-type: none"> → Carry out Speech and Language support (Now virtual) → Provide small group support for identified pupils in Communication & Language and English and Maths (Now virtual) 	<p>Evident pupil progress in core subjects. Any identified gaps seen to be closing. Any pupils identified from Term 2 data are supported and Term 3 data reflects accelerated progress.</p> <p>Attainment gap between disadvantaged pupils and their peers is shrinking</p>	<p>Teaching Assistant Salary £16 per hour</p>
<p>EHC Provision</p>	<p>Bespoke Provision for SEN Pupils: Pupils with EHCPs require targeted support to ensure any gaps are</p>	<p>SENCO Support:</p> <ul style="list-style-type: none"> → SENCO to develop detailed and bespoke provision for EHCP pupils ensuring careful tracking of pupils (Now virtual for some 	<p>EHCP targets are met by all pupils and evidence shared with parents in EHCP outcomes books.</p>	<p>SENCO Salary £55 per hour</p>

	filled swiftly (EHCP = Education Health Care Plan.)	pupils who are not in school)		
Wider Strategies:				
Focus / Year Group	Issue	Action	Intended Impact	Cost
Whole school	Year 1 Missed National Phonics Screen Phonics Interventions to ensure gaps are closed for current Year 2 pupils	Phonics Catch Up Programme: <ul style="list-style-type: none"> → Phonics Interventions for targeted pupils (delivered remotely and in school) → Home learning resources shared with parents → Virtual Parent Presentation shared with parents to support Home Learning 	The school is in line with national expectations for phonics. Identified pupils who do not pass the screen in Term 2 are tracked throughout Term 3 and show significant progress following intervention groups.	Teacher and Teaching Assistant Salary £40 per hour and £16 per hour
Well-being	Readiness for Learning: Some pupils have increased or new anxieties around the Pandemic and require additional support to ensure they are ready for learning	Well-being Support: <ul style="list-style-type: none"> → Review of Pastoral needs within school and appropriate support in place → Bespoke interventions such as Thrive for identified pupils → Thrive Practitioner to work with selected pupils in small groups or 1:1 daily → A remote Well- Being Day delivered via Google Classroom and Tapestry 	Poor behaviour incidents are low Identified children are ready to engage in learning	PlayTherapist, Counsellor and Family Support Worker Salaries £27 per hour Well Being Day Practitioners £500
Supportive Technology	Technology Availability at Home Additional chrome books and Interactive Screens for identified pupils/intervention areas	One to one and small group Interventions: <ul style="list-style-type: none"> → Access to technology to support with catch up interventions 	Pupils with limited technology at home benefit from use in school to further support learning	£10,000 - additional ChromeBook cost (Doubled from original plan)