



Glasshouses CP School - Covid 19 Catch Up Premium Funding (2020-21)

Our Motto *'Learning together, achieving together, and Respecting each other'* provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

1. Summary information				
School	Glasshouses School			
Academic Year	2020	Total Covid Catch Up Funding budget	£4800	
Total number of pupils			60	Date for next internal review of this strategy December 2020

2. Current attainment - September 2020 (Data taken from missed summer data sweep)		
	September 2020 - Reading	September 2020 - Maths
% achieving expected standard or above in reading & maths (Y6)	0%	
% achieving expected standard or above in reading & maths (Y5)	0%	
% achieving expected standard or above in reading & maths (Y4)	0%	
% achieving expected standard or above in reading & maths (Y3)	0%	
% achieving expected standard or above in reading & maths (Y2)	0%	
% achieving expected standard or above in reading & maths (Y1))	0%	
% achieving expected standard or above in reading & maths PPREMIUM	0%	
% achieving expected standard or above in reading & Maths (SEND)	0%	

Considerations for future attainment (Post Covid)		
A.	Teaching	
B.	Targeted academic support	
C.	Wider strategies	

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<p>Teaching</p> <ul style="list-style-type: none"> • Baseline assessments to identify gaps in learning. • Sports coaching for 2 afternoons a week will free up teachers to deliver high quality interventions. • Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. • Feedback used to make next steps explicit to children. • Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc. • On arrival baseline assessments are carried out and areas identified for intervention. • Low stakes assessments to aid memory retention. • Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? • Daily reflection time to consider own learning needs and resilience. • Newly devised curriculum and character education to improve children’ resilience and perseverance (Learning Pit) and to improve learning attitudes. 	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p> <p>Measurement tool to show improvement in learning behaviour – metacognition checklist</p>

B.

Targeted academic support

- **Parents informed about their child's next steps and how to support at home.**
- **Same day interventions for closing the gaps and addressing misconceptions.**
- **Pre-teaching established to make curriculum access more equitable.**
- **Teacher led interventions – content determined by analysis of baseline assessments.
(Sports teacher employed to free up teaching staff.**

C.

Wider Strategies

- Boxhall used to establish needs where necessary.
- SEMH room (The Haven) and we have developed. Klassen Time for all children.
- Classroom environments developed to be comforting and promote wellbeing.
- Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness.
- Individualised SEMH support for pupils who require it – identified by questionnaires
- FSL to liaise and support parents with any attendance issues.
- Informing and including parents in their child’s next steps.
- Mission Monday to further develop character education - resilience and perseverance. .

Outdoor adventure Learning – Moderate impact for moderate cost

Social and Emotional strategies – Moderate impact for moderate cost

Behaviour Interventions - Moderate impact for moderate cost

Parental Involvement – Moderate impact, moderate cost

Boxhall results will show improved wellbeing.

Children will feel supported and calm in school.

Parents will feel supported and engaged.

Planned expenditure - 2020-21

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p>Targeted academic support Sports leader to teach high quality lessons while teachers lead interventions – content of interventions informed by Baseline assessments.</p>	<p>Gaps to be closed. Children back on track</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p>	<p>Teacher moderation Book looks for transfer of knowledge/skill in dependently.</p>	<p>£2280</p>	<p>October 2020 - interim December 2020</p>

<p>Teaching Whole school comprehension skills identified as an area for development from Baseline data analysis – Reading Explorers and reading aloud pre-teach</p>	<p>Children to show improvements in reading comprehension in class and in PIRA analysis Dec 2020</p>	<p>Evidence from EEF about the value of pre-teaching for all to access the curriculum</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>	<p>£268</p>	<p>October 2020 - interim December 2020</p>
<p>Teaching KS2 Reflection on learning journals – allowing children to build up their resilience and good learning behaviour.</p>	<p>Children will be more resilient and ready to learn</p>	<p>Evidence from the EEF on the advantages of metacognition in children - low cost for high impact</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>	<p>£200</p>	<p>October 2020 - interim December 2020</p>

<p>Wider strategies</p> <p>Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.</p>	<p>Children will have strategies to regulate their emotions and be in a better position to learn.</p>	<p>EEF moderate impact for moderate cost</p>	<p>Pupil voice</p>	<p>£100 whole school</p>	<p>October 2020 - interim December 2020</p>
<p>Total budgeted cost</p>					<p>2848</p>
<p>December 2020 – Review data and consider how to make best use of £1952 remaining</p>					