

CORONAVIRUS CATCH UP PREMIUM 2020-2021

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcome (how well?)	Review
<p>Academic</p> <ul style="list-style-type: none"> Gaps widening between peers. Staff managing the implications of lockdown. Varying levels of engagement with remote learning by pupils. High percentage of SEND children. <p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> Unaware of the wellbeing of pupils. Mental health coming to the forefront during lockdown. 	<p>Academic</p> <ul style="list-style-type: none"> NFER Testing Teacher assessment Record of remote learning engagement Reviewing all targets to ensure these are relevant. <p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> BounceTogether wellbeing surveys The high number of pupil premium children in school. Identifying vulnerable children within the school through completion of the vulnerability audit. 	<p>Academic</p> <ul style="list-style-type: none"> Catch-up literacy (1:1) Catch-up numeracy (1:1) Additional intervention sessions throughout all year groups including RWI. Upskilling all staff in a range of management, intervention and supporting skills. Teaching Assistant time for EHCP pupils to work / reflect on specific targets. 1:1 TA time for all SEND pupils to work / reflect on targets. Differentiated / additional / adapted packs for SEND children during remote learning. <p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> 1:1 sessions with learning mentor when required. Bounce Back Art of Brilliance (Brilliant Cumbria) a community approach. Year group social groups Bereavement group (external provider) Philosophy for Children PSHEE sessions focusing on mental health and wellbeing. 'Together We' sessions linking home and school. 	<p>Short term</p> <ul style="list-style-type: none"> To identify those children who need additional support in both areas. Staff reflecting on curriculum coverage and areas of priority. Teaching Assistant timetables. <p>Medium term</p> <ul style="list-style-type: none"> Reintroduction of planned Pupil Progress reviews. Review of curriculum and 'what next?' For SEND IEP targets to be changing three times a year. An increase in the percentage of children displaying a positive mind-set. <p>Long term</p> <ul style="list-style-type: none"> Majority of gaps significantly reduced. Staff and children to be resilient and manage their own mental health. 	<ul style="list-style-type: none"> Children identified as needing support academically through teacher assessment and NFER. Those needing support for Wellbeing were identified through the Bounce Together survey. Two members of staff have been trained in Catch-up literacy / numeracy. Teaching assistants training on Read, Write, Inc phonics. Packs were sent home for SEND children during lockdown to work on areas of needs such as speech and language. Staff have worked together to identify changes made to the curriculum coverage and these have been put in place. Each year group has timetabled well-being time and social groups. All staff training in Philosophy for children and run sessions regularly in class.

REVIEW CONTINUED

- All teaching assistants are timetabled to carry out 1:1 sessions working on SEN targets.
- Pupil progress meetings have been reintroduced between the SENCO and class teachers.
- Curriculum has been reviewed, changes made and more steps outlined.
- SEND targets were changed twice last year due to the term where the pupils were home learning during lockdown.
- Bounce Together results were analysed to show a change in mind-set.
- The evidence shows that the gap has reduced.
- Staff and children are participating in Brilliant Cumbria. PSHEE sessions also focus on resilience and mental health. Children complete the Stirling Well-being Survey on Bounce Together with children identified for 1:1 sessions.