

Catch up premium: Coronavirus (COVID19)

Strategy statement May 2021



Pound Hill Infant Academy

What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

How will we use the catch-up premium?

- Because we know our pupils well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

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How are you spending funding to deliver the recovery curriculum and why?		
Amount and what will we spend it on?	Why?	How will we know we are successful?
Online platforms Bug Club - £1013	<p>Ensuring every child has an opportunity to develop their knowledge and skills in reading is of paramount importance. Government guidelines for schools, September 2020, stipulates the importance of all schools ensuring effective reading provision both in school and during remote learning.</p> <p>Bug Club is an online reading provision that enables class teachers to allocate the correct books to further meet, support and develop every child's reading skills.</p>	<ul style="list-style-type: none"> • A greater number of pupils will access phonics books and Bug Club in the academy and at home. • Bug club teacher tools will enable formative assessment opportunities when teachers analyse the completion of comprehension tasks. • Pupil engagement in phonics, reading and writing workshops is increased. • Monitoring through half termly Pupil Progress meetings with the class teacher and termly progress meetings with inclusion team. • Evidence in the intervention planning to support this progress.
Purple Mash - £270	<p>Purple Mash is a cloud-based platform for primary-aged children. It contains a wide range of age-appropriate, creative software tools for writing, drawing, coding, animating, blogging and much more. In addition to these programs, the platform provides resources and themed lesson activities, which can be set for pupils to do at home. Feedback on their work can then be provided to the pupil, including recorded audio feedback, and all the work is stored online, within Purple Mash.</p> <p>Included within Purple Mash is the EYFS platform, Mini Mash. The platform also includes, as an add-on, an online library called Serial Mash, which contains digital fiction books with guided reading resources and activities.</p>	<ul style="list-style-type: none"> • All children to have access to purple Mash in school and/or at home to enhance and broaden knowledge and skills within the PHIA curriculum. • The majority of pupils will access remote learning opportunities, evident through their posted work within their portal. • Staff will be active and confident in facilitating learning opportunities for all children via the Purple Mash platform. • Staff will effectively use the tasks completed by pupils to further inform their teacher assessments related to pupil attainment and progress.
Mymaths - £339	<p>MyMaths is an online school subscription for teaching primary maths.</p> <p>https://youtu.be/6xWzigLVCmQ</p>	<p>All pupils to have access to this online platform.</p> <p>All pupils will have every opportunity to develop and broaden their mathematical</p>

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		<p>knowledge and skills within the PHIA curriculum.</p> <p>Staff will be active and confident in setting appropriate mathematical tasks to further inform formative assessment opportunities.</p>
Language development		
<p>Speech and Language Therapy support - £5400 (x120 sessions)</p>	<ul style="list-style-type: none"> Due to the academy's partial closure linked to COVID-19 (and nursery and pre-school settings) between March and July 2020, the academy requires professional expertise in supporting the expressive and reception language development of identified pupils. 	<p>All identified pupils who have participated in speech and language sessions have been measureable progress from their initial starting point.</p> <p>Pupil behavioural incidences will have declined due to children being able to communicate their feelings (both verbally and/or via NVC).</p> <p>Parents, through effective communication, have a clear understanding of their child's language needs within the communication chain.</p> <p>Staff CPD, provided through the Speech and Language therapist's support, enables all staff to have a clearer understanding of all children's speech and language needs within the communication chain.</p> <p>Staff planning will identify provision of specific language needs within lessons and lessons will be resourced appropriately.</p>
Reading and phonics		
<p>Purchase of reading books to support children's reading development and enjoyment of reading. £3000</p>	<ul style="list-style-type: none"> Review of home reading books revealed the need for further home reading books to support reading development. Availability to a broader range of genres and fiction and non-fiction was required Home reading books were identified as needing to consistently work with phonics programme and Bug Club/Pearson reading bands to support the children's and parents understanding when reading at home. 	<ul style="list-style-type: none"> Children will enthusiastically engage in reading when at home. Wider range of genres will broaden the children's understanding of texts Children will be able to apply their phonics knowledge to books read. Revised book banding will provide a clear progression of children's reading knowledge.

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<p>Sounds~Write training – x4 members of staff - £ 1600</p>	<ul style="list-style-type: none"> • Consistent phonics approach across the academy is required • Phonics interventions are required to ensure suitable catch-up and extension activities following the academy’s partial closure (March 2020). 	<ul style="list-style-type: none"> • Teaching staff and key support staff to be trained in Sounds~Write (Phonics programme). • Evidence of differentiated tasks in teacher’s planning. • Pupil engagement in phonics, reading and writing workshops increased. • Evidence in pupil class books across all subjects • Monitoring through half termly Pupil Progress meetings with the class teacher and termly progress meetings with inclusion team. Evidence in the intervention planning to support this progress. • Evidence in pupil books of the work completed in this intervention
Emotional support and Well-being		
<p>Play Therapy - £60 every four weeks during term time only. £600</p>	<p>The academy have identified pupils have experienced varying degrees of trauma as a result of the academy’s partial closure due to Covid-19. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school. The well-being and therapeutic approaches, within the nurture provision, offer these pupils allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p>	<p>Effectiveness of this provision can be measured through:</p> <ul style="list-style-type: none"> • Staff training in 5 losses and the Empowerment approach • The engagement of the children in their lessons and the academic progress they make (Identified through pupil interviews, SLT observations, Target Tracker). • Identified pupils in agreement with their parents, are to have access to play therapy provision by a trained Play Therapist working within the academy. • The reduction in behavioural incidences involving identified pupils. This can be evidenced through the analysis of the Behaviour Logs at playtime and lunchtimes to establish the frequency of any disagreements with their peers. • Liaison with parents as to how they feel their child(ren) is/are progressing both emotionally and academically.

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Tutoring		
Exploration of National Tutoring Programme £5000	<p>https://nationaltutoring.org.uk/ntp-tuition-partners/for-schools</p> <p>The National Tutoring Programme (NTP) aims to support teachers and schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.</p> <p>The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. However, participating schools will be able to decide which of their pupils will most benefit from additional support, and which type of support is more suitable.</p>	<ul style="list-style-type: none">• The academic attainment and progress gaps for identified pupils is closed as a result of these targeted sessions.