



Khalsa Primary School
Faith inspired education



COVID-19 CATCH-UP PREMIUM

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to Khalsa Primary School's baselines in calculating future years' funding allocations.

Khalsa Primary School's Covid-19 Catch-up strategy is unashamedly targeted at the most disadvantaged children within the school, either those in receipt of the Pupil Premium fund, those that have / had a social worker attached to their family or those who we know have struggled disproportionately to their peers.

The Education Endowment Foundation has provided research-based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our catch-up strategy.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	445	Amount of catch-up premium received per pupil:	£71.51
Total catch-up premium budget:	31,820		

<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way</p>	<p>The Education Endowment Foundation (EEF) advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support Remote Learning strategy <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time for catch-up <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology both in school and at home if needed
---	---

Planned expenditure for current academic year

QUALITY OF TEACHING FOR ALL			
Strategy	Success criteria	Lead	Resources
<p>Baseline assessments – teachers to identify key missing skills in reading (including phonics), writing and maths. Implement White Rose Maths Scheme to support assessment for learning.</p> <p>Please see Early Years, KS1 and KS2 attainment and progress figures.</p>	<p>Children’s missed learning will be identified and steps taken to fill these gaps and enable children to make progress</p>	<p>Senior Leadership Team</p>	<p>RWI Cornerstones White Rose Math scheme SIMS £5,000</p>
<p>Additional teachers (EYFS, KS1, LKS2, UKS2) to support in ensuring pupils have good quality interventions to catch-up on the missed learning in Maths and English. Pupils develop a better understanding of the prerequisite skills needed prior to an English or Maths lesson. This supports improved progress and allows pupils to catch-up and learning missed and continue to make progress on this year’s learn</p>	<p>Additional teachers to be arranged once a week in phase year groups to support smaller group independent work in Literacy and Maths lessons for those who may be finding it challenging. Ensuring an understanding of/planned pre-requisite skills that can be taught/revised in small groups prior to the lesson – Additional teacher, ETA or Deputy Head. Additional teacher lead interventions for Maths and English gaps in learning during the afternoon.</p>	<p>Senior Leadership Team</p>	<p>SLT Employment of additional teacher to support catch up</p>
<p>Supporting great teaching: The foundation subjects will be planned with increasing detailed analysis of units missed in the previous year and consideration regarding how this pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced</p>	<p>Further develop the use of - teachers to research and plan non-core subjects by looking back at previous units in last class for missed pre-requisite knowledge first to support parents in their partnership with school in supporting pupils to catch up on the learning missed.</p>	<p>Curriculum lead All teachers</p>	<p>£2,000</p>

QUALITY OF TEACHING FOR ALL			
Reading and phonics focus across the school – high quality teaching in the classroom for all pupils. Purchase new phonics/home reading books	Children make at least expected progress in phonics and reading. Children who are within lowest 20% in each class, exceed expected progress.	EYS teachers Phonic Teachers	£1,000
Transition support the continued teaching of Early Years curriculum to fill gaps through a combination of continuous provision, whole class sessions and focused group work within Year 1 by having an EYFS teacher move through to Year 1 with the pupils. Careful partnership working between the two teachers who have Year 1 pupils to ensure pupils fill gaps effectively.	Experienced EYFS teacher moving to Class 1 and ensuring the curriculum planning and delivery in class 1 and 2-1 enables pupils to catch up on missed learning from EYFS alongside early Year 1 objectives. Focus on developing effective continuous provision, whole class teaching and focused group work to fill gaps and enable accelerated progress to catch-up. Funding to support improved resourcing of continuous provision in two classrooms. Attendance of courses to support learning.	SLT Teachers	£700
Transition Support Careful analysis of gaps in teaching to be used in transition meetings between last and new class teacher. This will determine any needed catch-up in objectives when teaching specific units. Maths units will be taught over a longer period to account for the teaching of missed objectives.	Each teacher to create a detailed document of essential English (Reading, Writing and phonics/GPS) and Maths objectives that have been missed in 2019-2020 that need catching up during the next school year. This will create the Catch up/Recovery document for Aut 1 and beyond to support accelerated progress and catch-up interventions	All teachers	£700

QUALITY OF TEACHING FOR ALL

<p>Transition support Pupils transition back into full time education in school positively. They are supported effectively and enabled to access their learning with increasing confidence and importantly feel safe and enjoyment in school.</p>	<p>Purchase of The Key Safeguarding Materials All staff complete training:</p> <ul style="list-style-type: none"> • Updated safeguarding training • Re-integration training • Deepening understanding in Pupil Mental Health <p>Cost for materials and overtime for training – part funded by school budget</p>	<p>All staff</p>	<p>£400</p>
<p>Total budgeted cost:</p>			<p>£9,800</p>

TARGETED SUPPORT

Action	Success Criteria	Lead	Staff lead
<p>1-to-1 and/ or small group tuition with a teacher for KS1 and 2 pupils Identified children will have significantly increased rates of progress in area of need. They will be able to catch-up on gaps in learning identified by their class teacher through quality tuition with a teacher. Additional teachers (KS1, LKS2, UKS2) support in ensuring pupils have good quality interventions to catch-up on their gaps in learning in Maths and English. Pupils develop a better understanding of the pre-requisite skills needed prior to an English or Maths lesson. This supports improved progress and allows pupils to catch-up and learning missed and continue to make progress on this year's learning.</p>	<p>Additional teachers to be arranged to support smaller group independent work in Literacy (Reading inc. Phonics and Writing) and Maths lessons for those who may be finding it challenging. Ensuring an understanding of/planned pre-requisite skills that can be taught/revised in small groups prior to the lesson – Additional teacher, ETA or Deputy Head. Additional teacher lead interventions for Maths and English gaps in learning during the afternoon.</p>	<p>All Teachers</p>	<p>As above</p>
<p>EYFS Intervention sessions led by teacher Identified children in EYFS will have significantly increased rates of progress in area of need. They will be able to catchup on gaps in learning identified by their class teacher through quality tuition with a teacher.</p>	<p>Additional weekly interventions in EYFS to fill gaps in learning. Groups and objectives planned by EYFS teachers. (extra PPA)</p>	<p>EYFS</p>	<p>£2,000</p>
<p>Effective deployment of Teaching Assistants</p>	<p>Teachers plan effectively to deploy TAs to support differing pupil needs within the classroom/subject. Children's progress increases due to additional support.</p>	<p>SENDCO</p>	<p>£6,000</p>
<p>PSHE Curriculum support to identify emotions and self-regulation strategies.</p>	<p>Children learn SEL strategies as part of the curriculum</p>	<p>SENDCo ELSA</p>	<p>£1,000</p>

TARGETED SUPPORT			
Mentoring One to one mentoring for children struggling with anxiety, low engagement levels and/or poor attitudes towards learning.	Additional person trained in ELSA. Circuit training for our SEND pupils Increased number of staff providing Lego therapy.	Mentoring teacher SENDCo Support Teachers	£15,000
Cultural capital	Kick boxing Food tech room Gardening Guru Nanak Dev Ji assembly Bandhi Chor – gift for each child.	All Staff	£5,000
Total budgeted cost:			£29,000

OTHER APPROACHES

Action	Success Criteria	Lead	Resources
To maintain effective communication with parents to strengthen relationships between home and school	Parents regularly share any concerns and worries with teachers <ul style="list-style-type: none"> • Open communication from all parents • Parents feel empowered to help and support their children • Involvement from outside agencies is set up and supportive for families and children 	All Staff	
Wellbeing Support Pupils who are struggling to access learning as a result of wellbeing issues linked to the closure of school in the National lockdowns, bereavement or other issues. Individual plans of support will be put into place to ensure the pupils and their families are able to move forward with support	Daisy Dream Early Help	Safeguarding	
Access to technology During the school day, catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. This will mean we have devices available to support families who are isolating, classes who are isolating or during a full closure were needed.	Purchase of 10 laptops to ensure enough technology for whole school and to support home learning where needed. Technician to set up and prepare to be sent out to families (Combination of DFC Capital funding/ Catch-up funding).	SLT	£4500
Meet the teacher to support curriculum awareness.	Parents understand progression in the curriculum, especially focus on reading and phonics.	Head of School Subject Leaders	

OTHER APPROACHES

<p>Supporting parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing t</p>	<p>Additional online learning resources will be purchased, • online reading books to support children reading at home.</p> <ul style="list-style-type: none"> • Maths with parents as a guide to parents when supporting their children at home with maths learning. • Timestable Rockstars – online programmes to support basic maths/arithmetic knowledge 	<p>Leaders</p>	<p>£1500</p>
Total budgeted cost:			£6,000

ADDITIONAL INFORMATION

Teaching quality is more important than how lessons are delivered

- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils