

COVID Catch-up Premium Spending: Summary Oakfield Short Stay Primary School

Summary Information

Total number of pupils:	30	Amount of catch up funding received:	£7,200
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Strategy Statement

Pupils at Oakfield Short Stay Primary are often disadvantaged on entry and already have gaps in knowledge. Through continued assessment and diagnosis the aims of our additional funding are:

- To reduce attainment gaps created by COVID
- To reduce SEMH anxieties created by COVID

EEF recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group intervention
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parents and carers
- Summer support
- Access to technology

Identified impact and solutions following lockdown

Mathematics	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths and lockdown has not affected their attitudes however they are quite simply, 'behind' through lack of application and missed teaching. During lockdown we switched to White Rose Maths as their videos supported parents with the teaching input and the resources matched our style and method of teaching. Recall of basic skills has been impacted suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Interventions are based on pre and post teaching in relation to the WRM lessons that week.
Writing	Children have lost essential practicing of writing skills and form some reluctance has increased. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write

	<p>- stamina in September was the biggest hurdle to moving forward. Children were simply not used to writing at any length. Practice was the key strategy to overcome this, both in Literacy lessons and across the curriculum and the discrete 1:1 session</p>
	<p>Children accessed reading during lockdown this is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Some lower attaining readers have been disproportionately affected and more one-to-one reading sessions have been taking place. Teachers adapted their guided reading sessions and discrete teaching of reading skills to ensure appropriate texts and level of questioning could be accessed. RWI has been purchased to support phonics knowledge and measure gaps. Individual 1:1 sessions are planned and taught to support personalized learning. Accelerated Reader has been purchased to ensure all pupils have increased reading support and can access content remotely.</p>
Non Core Subjects	<p>There are gaps in knowledge – units of work have been adapted in light for a blended approach meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors. Some children have found re-integration and blended learning difficult anxieties have increased as a result. Through 1:1 Teams session teachers and key staff are able to support pupils and parents.</p>
SEMH	<p>ELSA training for all school to school and high need block (HNB) support staff to ensure transition to new settings and provision within Oakfield allows for additional recovery curriculums for all pupils. Additional counseling sessions for some pupils to support their anxieties and transition back into settings.</p>

Planned Expenditure – teaching and whole school strategies				
Desired outcome	Chosen approach	Staff lead	Impact (once reviewed)	Review date
<p>Supporting great teaching:</p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects and create knowledge organizers. We are supporting this in-house and not using supply to cover.</p> <p>No cost against covid funding.</p>	AHT's		April 2021
<p>Teaching assessment and feedback:</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of academic learning that are aligned with Boxall and assessment of SEMH, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Using ECC and white Rose assessments in maths.</p> <p>Complete termly teacher assessments.</p> <p>Use accelerated reader and RWI tests. Phonics assessment completed for every child. Sandwell assessments and Boxall</p>	Class Teachers / PP Teacher		July 2021
<p>Reading</p> <p>School had a system in place matching existing books to our phonics scheme but with some children not engaging in reading at home during lockdown we have more specifically needed a range of books to match the ability of specific children</p>	<p>Purchase of extra early reading books to match phonic development</p> <p>Purchase of books for accelerated reader and diagnostic online package.</p>	SLT		April 2021

<p>SEMH:</p> <p>ELSA training for all graduated practitioners to ensure emotional literacy available for all pupils on site and those being supporting in different contexts</p>	<p>Training for 10 graduated response practitioners</p> <p>Additional ELSA materials</p>	SLT		<p>April 2021 / July 2021</p>
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Targeted Support				
Desired outcome	Chosen approach	Staff lead	Impact (once reviewed)	Review date
<p>1-to-1 and small group tuition/interventions reading - identified children will have significantly increased rates of reading fluency and appropriate intonation. They will be able to better comprehend reading material as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>1-to-1 and small group tuition/interventions maths - identified children will have greater fluency in arithmetic and identified gaps will start to be filled. Planning to ensure skills</p>	<p>VH alongside class teachers will help identify and plug gaps in class and 1:1 and small group interventions.</p> <p>Children identified by class teachers – bespoke interventions planned. Extra 1:1 and small group additional adults time</p> <p>Additional adults to become skilled at supporting children with follow-up activities, e.g. fluency facts and TTs.</p>	VH / RF/ GC		<p>April 2021 / July 2021</p>

<p>progression to aid pupils' understanding and attainment.</p> <p>SEMH - ELSA training for all graduated practitioners to support and reduce anxieties on site and within different contexts, pupils remain in current settings.</p>				
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Costs:

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Additional 1:1 hours VH	£5,800 (spring and summer 2021)
Accelerated reading programme + resources	£3,200
ELSA training (10 graduated response practitioners) + supervision	£6,500 (training spring/summer 2021) £1,150 (supervision annually)
Total costs:	£16,650