



SEATHORNE PRIMARY ACADEMY

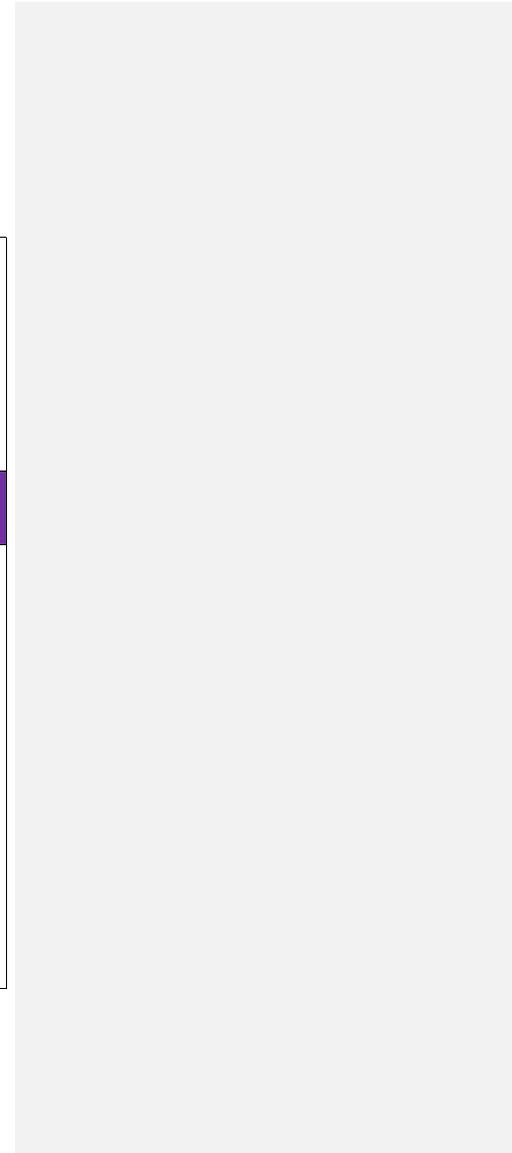
Covid Catch-Up Premium Strategy Statement 2020-21

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.

Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year’s reception through to 11.

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 2020/21 academic year. It will not be added to schools’ baseline in calculating future years’ funding allocations.

Use of Funds	EEF Recommendations
<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>EEF Coronavirus Support Document</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies Supporting great teaching Pupil assessment and feedback Transition support</p> <p>Targeted approaches One to one and small group tuition Intervention programmes Extended school time</p> <p>Wider strategies Supporting parent and carers Access to technology</p>



Seathorne Primary Academy	
Count Alan Way, Winthorpe, Skegness, Lincs, PE25 1HB	
URN	147412
No of Pupils in School (NoR)	305
NoR Nursery (N1/ N2)	21
% Eligible EYFS Pupil Premium	7
NoR Reception-Y6	284
% Eligible Pupil Premium	47%
% Special Educational Needs	33%
Covid Catchup Allocation (£)	<u>£23,840</u>
Academic year covered by statement	2020-21
Publish Date	November 9 th 2020
Review Date	September 2021
Principal	Mrs Kris Radford
Covid Catchup Lead	Mrs Kris Radford

Identified Impact of Lockdown (most significant areas of need impacting on Learning)	
Reading	<p>Many children continued to Read during lockdown; parents reported this as enjoyable activity, easier to engage their children in. Motivation to read and enjoyment of reading for pupils has remained high.</p> <p>Areas where development needed</p> <ul style="list-style-type: none"> - Fluency for all, including gaps in ‘forgotten’ phonics/ word building skills, stamina and speed for reading longer texts. - Need to ensure to provision of breadth of texts and wide range of opportunities to read made available for pupils. - Gaps between majority who have continued to read, even with more limited texts, and those who read little or not at all is wider.
Writing	<p>‘Gaps’ identified in early part of the September were related to Fluency and stamina in both the act and planning of writing - forgotten skills in handwriting and letter formation, lack of order in thinking when planning writing. Further analysis and observation have identified gaps in aspects of GPS including Spelling, use of Grammar and understanding of sentence types. Pupils already showing benefits of significantly increased focus on scaffolding of writing and in-depth exploration of enriching vocabulary. ‘Bigger picture’ skills such as engaging with text, predicting what happens next, understanding character and scene setting have remained.</p>
Maths	<p>Most visible gaps in Autumn assessments related to areas not taught during summer term – including aspects of Fractions, Shape and Measures. Many number and calculation skills and knowledge taught prior to lock down have remained secure; pupils have been able for the most part to pick up where they left off. However, gaps emerge in areas such as speed recall of double and halves, bonds to 20, related multiplication and division facts.</p> <p>Accelerated approach to developing calculation and securing number knowledge to enable pupils to move forward more rapidly is required – clear repetition of knowledge, number facts, and modelling through CPA (Concrete, Pictorial, Abstract) teaching approach.</p>
Non-Core	<p>Some gaps in content knowledge relating to missed units that would have been taught during summer term. Some children not able to access re-requisite knowledge when learning something new. Children have not been able to benefit from curriculum enrichment opportunities such as trips and visits, or visitors onsite to the same extent as prior to Covid. Time issues arise due to restructured timetables and need to reinforce basic skills and physical fitness and wellbeing.</p>

Other Barriers impacting on Learning (these are addressed through other aspects of the school's work)	
Issues Identified	
Attendance	Attendance overall is good. T1 averaged 96%. However, a small number of families demonstrating severe Covid anxiety and attendance for their children has been poorer – we estimate that this affects % of our pupils (% of whom are eligible for PP, % of whom are registered as SEND).
Attitudes to Learning	Teaching staff report increased proactive engagement from majority of pupils when back in school – keen to learn and positive about challenges. For a small number of pupils, staff can observe increased passivity in their approach to learning and dependency on adults to carry out regular routines.
Social Emotional Health and Wellbeing	Bubbles have provided reassuring space for majority of pupils – smaller groups for play, peer interaction improved and calm. Few pupils experience conflict in smaller bubbles with fewer 'escape' routes. Initial anxiety barriers for majority of pupil overcome quickly on return to school however, some anxieties remain which arise again around areas such as hand hygiene and repeated events such as closure of bubbles, self-isolation of families, illness of family members and bereavement.
Physical Health and Wellbeing	A number of children experienced reduced physical activity during lockdown and have experienced increased weight and fitness issues. For example. younger children, EYFS, observable confidence in communication with adults but needing development in gross motor and large world play. Observable challenges around physical conditioning affecting writing, and stamina in learning for some.

	Priority	Barrier	Action	Intended Impact
A. Teaching priorities	1	Home learning capacity was inconsistent for families due to ability to access provision and motivation to do so.	<p>Ensure consistency of provision for home learning for all year groups.</p> <p>Ensure families understand the expectation that they must support children in learning at home.</p> <p>Teachers to develop and refine remote teaching strategies to include as many as possible that are accessible for all.</p> <p>Ensure more pupils who cannot access learning technology or resources at home, are able to do so more consistently and rapidly.</p> <p>Publish Continuing Learning from Home document and ensure accessible to all families and staff (contain expectations + instructions for each year group etc)</p>	<p>All pupils will continue learning consistently and successfully, whether in school or at home.</p> <p>Teachers will have increased range of remote teaching tools at their fingertips and will use them to engage learners effectively.</p> <p>Parents will understand their responsibility to engage pupils in their learning.</p>
	2	Children have gaps in their learning following summer lockdown, and continuing periods of self-isolation; <i>risk that gaps remain unidentified</i>	<p>Continue to refine effective school assessment practice in order to pinpoint gaps quickly and teach to address them. This will include</p> <ul style="list-style-type: none"> - refinement of PiXL core team and progress meetings for all year groups (EYFS to Y6) in order to develop targeted teaching strategies and focus - ensure regular core team and progress meetings take place - timely and effective use of QLA to identify gaps and next steps - attendance of SENDCo at all core group meetings in order to effectively inform targeted support for pupils with SEND (ditto for EYFS/ phonics/ English leads where appropriate) - SSPs adjusted to meet individual pupils needs and gaps - Support staff effectively deployed where needs are greatest to provide intervention 	<p>All teaching staff and core subject leaders will have an excellent understanding of pupils needs.</p> <p>Pupils needs will be met quickly and effectively.</p> <p>Pupils will make good progress in core subjects, from their individual starting points.</p>
	3	Children have gaps in their learning following summer lockdown, and continuing periods of self-isolation; <i>risk that learning opportunities are not clearly targeted enough or that capacity to overcome gaps is limited.</i>	<ul style="list-style-type: none"> - Teachers to make good and regular use of resources such as NCETM and DfE Maths, PiXL QLAs and training in Phonics, No Nonsense Spelling, Teach Handwriting and Fluency to help refine teaching and learning strategies. 	<p>Pupils will continue to experience a broad and rich curriculum, whilst also making good progress in core subjects and basic skills.</p>

			<ul style="list-style-type: none"> - Subject leaders ensure that they have reviewed current curriculum overview for their area and refined it in order to ensure prerequisite knowledge is taught and embedded alongside new knowledge. - Teachers and SLT to review and discuss structure of day and of lessons – are we making best use of time? 	<p>Subject leaders will be well placed to support colleagues in prioritising learning in their curriculum area.</p> <p>Teaching staff will make good use of teaching time.</p>
B. Targeted priorities	1.	Reading	<ul style="list-style-type: none"> - Engage in Nuffield Early Language project (NeLI) EYFS - Engage in Improving Reading project (IRP – LCEL/ Kyra) KS2 	Staff will have increased range of tools and strategies for improving Early Language Development and improving Reading for older pupils
	2.	Phonics and Spelling	<ul style="list-style-type: none"> - All staff from EYFS to Y6 to undertake refresher training in Phonics, and progression into Spelling - Review and refine phonics teaching, especially for Y2 and Y3 pupils - Targeted intervention in phonics strategies for individual pupils or small groups in Y3 to Y6 where there is identified need 	<p>Pupils will know how to use phonic and spelling strategies effectively, and in an age-appropriate way.</p> <p>All pupils' reading will increase in fluency, and writing will demonstrate more accurate spelling and ambitious vocabulary attempts.</p>
	3.	Maths	<ul style="list-style-type: none"> - PiXL therapies and PLCs to be used to support planning to meet individual or small group needs. - Targeted development for TAs in CPA approaches – supporting teaching led by teachers and in intervention time 	All pupils will demonstrate more confident and consistent ability to use number and calculation strategies, accurately and appropriately.
C. Wider Priorities	1.	Children at risk of being indoors and less active during lockdown and continuing periods of self-isolation; <i>need to increase engagement in higher levels of physical activity and develop pupils understanding of the need for good physical health for later in life.</i>	<ul style="list-style-type: none"> - All year groups to ensure at least 2 hours of PE lessons each week. - Playtimes to be in smaller groups allowing more space in playgrounds for physical games - Investment in class/ bubble sets of play resources for outdoors including balls, skipping ropes, balance boards etc. - BD Inclusion lead to develop physical play activities led by MDSAs - All bubbles to seek more opportunity to learn outside. Y1/2 to use outdoor play spaces during learning time. EYFS to establish and develop Forest School at least once weekly. 	<p>Fitness and stamina of pupils to be improved.</p> <p>Pupils to be able to explain and demonstrate good behaviours for physical fitness and healthy living.</p>

2.	Increased access and ability to access social media, gaming platforms etc at home during lockdown, and through use of Teams as school resource; <i>essential to teach good quality eSafety in all year groups as age appropriate</i>	<ul style="list-style-type: none"> - training in eSafety for all teaching and pastoral support staff (learning alliance) - development of links between PSHE and IT curriculum in aspects of personal safety, risk taking and eSafety - training or information forums for parents in aspects of safety and safer use of online technology to be shared or developed - identify Junior Online Safety Officers – invest in activities to raise awareness for pupils 	<p>Pupils know how to keep safe online.</p> <p>Parents know how to keep their children safer online.</p> <p>Staff confident they can identify and address risks to their pupils.</p>
3.	Attendance – small number of families, persistent Covid anxiety causing significant barrier for their child’s attendance at school, as well as those who have to self-isolate with their families	<ul style="list-style-type: none"> - training in understanding of Covid anxiety and returning to school-based anxiety (Lincs E Psyc) - Increased monitoring by Inclusion Officer and Family Welfare – to include personalised strategies and plans for individuals and their families, weekly review meeting with colleagues from local schools (especially secondary schools – developing coordinated approaches to working with parents) - resourcing and provision of learning ensured effectively, for CEV pupils. 	<p>Staff understand and recognise Covid anxiety/ potential school refusal and strategies for addressing it.</p> <p>Attendance improves for individual pupils.</p> <p>CEV pupils have access to quality learning to the same extent as their school-based peers.</p>

Commented [KR1]: