

**Covid 19 Catch Up  
Premium Funding (2022-2023)**



At Oak Meadow Primary School, we are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

*“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”*

*(Covid-19 Support Guide for Schools – June 2020)*

### **Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils.

### **Targeted Academic Support**

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

### **Pupil Assessment and Feedback**

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

### **Wider Support**

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

1. Summary Information			
Academic Year	2022 - 2023	Total Covid Catch Up Funding budget	£9,932
Total Number of Pupils	137	Date for next internal review of this strategy	31 <sup>st</sup> March 2023

2. Current attainment - September 2022			
	<i>Reading Sep 2022</i>	<i>Writing Sep 2022</i>	<i>Mathematics Sep 22</i>
% achieving expected standard or above in Year 6	80% 30%	88% 28%	88% 25%
% achieving expected standard or above in Year 5	84%	80%	88%
% achieving expected standard or above in Year 4	79%	70%	75%
% achieving expected standard or above in Year 3	80%	75%	85%
% achieving expected standard or above in Year 2	70%	68%	75%
% achieving expected standard or above in Year 1	71%	64%	73%
% achieving expected standard or above in Reception	95%	90%	93%

Considerations for future attainment (Post Covid)	
<b>A.</b>	Teaching
<b>B.</b>	Targeted academic support
<b>C.</b>	Wider strategies

2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments to be administered termly identify gaps in learning with all pupils Reception to Year 6.</li> <li>• Effective timetabling facilitates teaching assistant time for leading high quality interventions.</li> <li>• Time is also facilitated for sharing the outcomes of interventions with classteachers to determine their suitability and impact for closing attainment gaps.</li> <li>• The School Improvement Plan focuses upon the transference of the transference of standards between core and foundation subjects – whilst maintaining a broad and ambitious curriculum.</li> <li>• Feedback is effective with the use of CAP Codes (identifying further challenge, adult support and practice) to secure children’s understanding of learning objectives.</li> <li>• Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments e.t.c. is identified within both the school’s INSET and continuous professional development programme</li> <li>• The Reception Baseline Assessment NFER is administered to all children at the start of the autumn term for all Reception children.</li> <li>• Anchor classroom display boards support children’s learning and recall of prior knowledge.</li> <li>• Low stake assessments are implemented within daily teaching and learning to aid memory retention.</li> <li>• Daily reflection time is planned thus allowing pupils to reflect on what they have found difficult and why...identifying the next steps and levels of support needed?</li> <li>• Daily reflection time is planned for pupils to consider their own learning needs and resilience.</li> </ul>	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil progress meetings, book trawls and monitoring) will show that gaps have been filled and progress is being made.</p>
B.	<p><b>Targeted Academic Support:</b></p> <ul style="list-style-type: none"> <li>• Parents informed about their child’s next steps and how to support at home – via termly parent consultations and written reports.</li> <li>• Same day interventions for closing the gaps and addressing misconceptions – adhering to the school’s ‘Keep Up Not Catch Up’ approach.</li> <li>• Pre-teaching opportunities are identified and established with timetables to make curriculum access more equitable for all pupils.</li> <li>• Teacher-led interventions – content determined by analysis of baseline assessments.</li> <li>• Raising attainment plans are written to address gaps within both individual children’s and groups’ learning.</li> </ul>	

**C.**

**Wider Strategies:**

- Boxhall used to establish needs where necessary working in consultation with external agencies.
- Half termly meetings with the school's assigned educational psychologist.
- The Sensory Room provides nurturing and regulation time for individual pupils and small groups led by a mental health leader.
- All classroom environments have been developed and designed to be comforting whilst promoting personal security, comfort and wellbeing.
- Sensory breaks, including mindfulness, are facilitated within the daily timetable.
- SEMH support is identified for pupils who require it – identified by questionnaires and liaison with professionals.
- The Home School Liaison Officer is available to support and liaise with parents and carers with any attendance issues – supported by the School's Attendance Officer and external Wolverhampton Local Authority's Education Welfare Office.
- Early Help/ Team around the Family/ Child meetings support children's learning and identification of next step learning, plans and strategies.

Boxhall results will show improved wellbeing.

Children will feel supported and calm in school.

Parents will feel supported and engaged.

**Planned expenditure 2022-2023**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
Targeted Academic Support: Timetabling of the member of staff responsible for leading high quality interventions within Yrs 1-3 informed by baseline assessments.	Gaps to be closed.  Children on track to attain expected standards.	Evidence from EEF and teacher to lead interventions groups.	Teacher moderation of standards by the SENDCo. Children's books or work evidences a transfer of knowledge/skill within independent learning and work.	£8932	September - December 2022.  Termly thereafter. £8932
Teaching: Whole school adherence to the 10-day writing model – building progressive writing skills.	Children to show transference of writing skills to independent writing tasks – assessed against the writing criteria.	Evidence from EEF and following of guidance from the LA's English Subject Leader.	Lesson Observations. Pupil progress meetings. Book scrutinies/ monitoring. Termly data analysis.	INSET Time  Staff-Led	September 2022 - December 2022.
Teaching: In response to Education Endowment Fund – 'The Impact of COVID-19 Learning: A Review of Evidence', lessons to adhere to the 5-a-day approach.	Each lesson includes: Instruction; cognitive/meta cognitive development; knowledge; scaffolding; flexible groupings and technology.	EEF: 'Moving Forwards, Making a Difference'.	School-based INSET will support staff's training and implementation.	INSET Time  Staff-Led	September – October 2022.
Wider Strategies: Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.	Children will have strategies to regulate their emotions and be in a better position to learn.	EEF moderate impact for moderate cost.	Pupil voice questionnaires. Outreach support.	Nurture / Sensory Room Resources £1000	September 22 – March 23.





