al-noor
PRIMARY SCHOOL

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"Individuals, families and communities that truly understand and accept their purpose of being in this world, confidently live and work together for a just, responsible and compassionate society"

COVID catch-up premium strategy

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	**240**	Total number of Catch Up pupils:	**36**
Total catch-up premium budget:	**£14,400**	Amount of catch-up premium received per pupil: (This allocation is made on the basis of school census figures. As a growing school we receive 60 more pupils each September before inclusion in the last census from which the govt derives numbers. Schools that are full receive £80 per pupil.)	**£60**

STRATEGY STATEMENT
At Al-Noor Primary School we are committed to delivering high quality education to all pupils of all backgrounds, differences and abilities. We strive to nurture excellence in personal development, achievement and attainment. High standards are set and achieved in pupil outcomes and achievement, the quality of teaching, the curriculum, staff professionalism, parental engagement and in the personal and collective leadership of all school members. 'Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.' EEF Support Guidance for Schools.

STRATEGY STATEMENT

Al-Noor Primary School aims to have a positive catch up strategy in place for all pupils to ensure that the negative impact of Covid-19 is reversed and pupils are able to narrow the attainment gap and meet their age related expectations as set out in this document.

Catch-up priorities:
1. Reading – comprehension as well as early reading
2. Writing – core skills
3. Maths – core skills
4. Positive mental health and wellbeing

The core approaches we are implementing are:
- High quality inclusive teaching, including phonics
- Enjoyable lessons
- Targeted same day Interventions
- SEND interventions
- One to one tuition
- Staff CPD
- Counselling for pupils
- Safeguarding

The aims of our catch-up premium strategy:
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To ensure pupils feel happy and confident at school and obtain any necessary interventions needed to reduce the impact of any anxiety, loss or bereavement they may have experienced during the period of lockdown.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	EAL families.
B	Limited access to reading material at home, or other learning resources such as paper and pencils.
C	Limited internet connectivity or devices in the home.
D	Unidentified SEND.

ADDITIONAL BARRIERS	
External barriers:	
E	Unengaged parents due to pressures or poor parenting e.g. parents/guardians with heavy caring responsibilities or those suffering with illness or disability and therefore unable to support the learning of their children.
F	Dysfunctional families due to mental health, emotional, violence, conflict, breakdown or poorly bonded families etc.
G	Trauma/ACES experienced by a child.
H	Internet loss or blackouts.
I	Rising price of goods.
K	Loss of family income e.g. through loss of jobs, business or furloughing by employers.
L	Limited space and facilities for home learning.

Planned expenditure for current academic year

High quality of teaching for all					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Supporting great teaching by providing opportunities for continuous professional development	To raise the attainment of all pupils to close the gap created by COVID-19 school closures To ensure that all teachers are using quality first teaching strategies.	Great teaching is the most important lever schools have to improve outcomes for their pupils. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	Through staff meetings Online CPD Appraisal targets Regular monitoring by SLT/line managers.	SLT Team	Termly through the appraisal process. During SLT meetings
				Total budgeted cost:	**£0**

Targeted support					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Provide one to one and face to face tuition for pupils who are significantly below age related expectations due to lockdown. Provide daily same day	To raise the attainment of all pupils to close the gap created by COVID-19 school closures Provide one to one tuition for 36 pupils in Years 1-3 for a duration	Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. Tuition delivered by qualified teachers is	Teacher Assessments Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	Deputy Head	During the interventions on a weekly basis Pupil progress meetings

| | of 3 weeks. | likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. | Robust communication between tutor and teacher. | | |
| interventions for all pupils who are struggling to meet age related expectations | Provide same day interventions using schemes such as: Power Maths, RWI, Lexia, Maths Seeds, Reading Eggs and Mymaths

Provide tailored interventions to SEND pupils. | | NTP Lead communication with provider

Regular monitoring by SLT/line managers/SENDCo | | During SLT meetings |

| | | | | Total budgeted cost: | £14,400 |

Other approaches

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide devices and internet for families and for pupils to use in school and/or at home	To ensure that a lack of technology does not become a barrier for disadvantaged pupils Ensure all pupils have access to remote learning when in lockdown or in isolation	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Parent Surveys Teacher workshops	Deputy Head	Ongoing
Provide ELSA sessions or counselling to those pupils who have found it	Speak about emotions, understand coping strategies and feel	Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for	Feedback from staff Feedback from ELSA	SLT	Ongoing

difficult to settle back into school due to anxiety, loss or bereavement	more confident Ensure that all pupils and staff have a positive mental health	teachers and other school staff to provide effective support.	Feedback from the school counselor Discussions with staff Rewards for staff/pupils		
				Total budgeted cost:	**£0**

The following sources of evidence were used to inform the school in order to make the above decisions.

- Evidence from the EEF
- National Tutoring Programme Information
- Results of staff and parent consultation/surveys
- Staff meeting/discussions
- Analysis of attendance records
- Assessment data and progress review meetings with teachers