



Summary information	
<b>School</b>	Countess Gytha Primary School
<b>Total Catch-Up Premium</b>	£3336
<b>Number of Pupils</b>	146

### Guidance

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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

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

### Aim

At Countess Gytha Primary School, we are committed to ensuring the recovery of the education for the children within our setting. Our teaching team will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that we make the best use of the funding our SLT (Senior Leadership Team) have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.

### Additional Barriers & Considerations ...

- 1) Children's opportunity to continue to attend school with possible further interruptions
- 2) Full attendance for individual children due to the nervousness of individual families
- 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased
- 4) Although we have all experienced the pandemic, the journey that we have had through it will be very different
- 5) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school
- 6) Implementing the new approaches in the midst of routines that are already embedded within the school

## Identified Areas of Need . . .

**For all subject areas there will be additional targeted tuition for any child whose learning has been affected by Covid-19 and where we know that there have been missed learning opportunities.**

<b>General</b>	<p>Increased investment in technology e.g. Apps, subscriptions will support children in their learning both in school and remotely.</p> <p>Additional release time for teachers to adjust planning, plan effective interventions and provide high-quality remote learning when required.</p>
<b>Reading and phonics</b>	<p>Additional interventions and classroom support to ensure children’s decoding and comprehension are at are related expectations</p> <p>Year 1 pupils’ phonetic knowledge: September baseline showed that some pupils were below the expected level for the end of Reception due to lockdown and time missed in school.</p>
<b>Maths</b>	<p>Additional interventions and classroom support to ensure children’s knowledge of key concepts are secure.</p>
<b>Foundation Subjects</b>	<p>Some children now have gaps in their knowledge as whole units of work have been set for family/home learning and have been explored and taught at very different levels across families. Children have also missed out on curriculum experiences such as trips, visitors and powerful curriculum moments. This has affected our lower income families in a much more disproportionate way.</p>

## Planned Expenditure

### i. Teaching and Whole-School Strategies

**Desired Outcome: At Countess Gytha Primary School it is our aim that all children will meet their end of year outcomes despite the interruption of Covid-19 and that no child will be left behind.**

#### Chosen Approach:

#### Impact (once reviewed)

#### Staff Lead

#### Supporting Great Teaching:

All subjects will be planned with increasing detail and consideration for how gaps in knowledge and/or fluency can be addressed. For Foundation Subjects additional consideration will be given to pre-requisite knowledge, which will be taught alongside new learning so that knowledge gaps can be reduced.

**Additional time for teachers to research and plan non-core subjects.**

**Release time and additional cover will be required to facilitate the additional PPA.**

**Additional adult support in class to facilitate smaller group work and interventions to ensure that every child has adequate support.**

Children at Countess Gytha have worked really hard across all year groups and at least 80% of children in every year group have achieved their Age-Related Expectations (ARE).

This is testament to the teaching team at Countess Gytha who have worked tirelessly to identify and target gaps in the children’s learning and address these.

% of Reception achieving GLD in 22-23 = 86%

DG/JB

<p><u>Teaching Assessment &amp; Feedback:</u></p> <p>Teachers have a very clear understanding of where the gaps in learning remain and use this to inform additional support groups, thus ensuring that children are set up to meet their expected end of year outcomes.</p>	<p><b>Additional classroom-based support to target gaps in learning identified through testing.</b></p> <p><b>Complete half-termly/termly tests and analyse assessments to identify gaps in learning and action them.</b></p>	<p>% of Y1 achieving phonics pass = 95%</p> <p>% of Y2 achieving phonics retake = 50%</p> <p>% of Y4 achieving a score of 20 or greater = 86%</p>	<p>DG/JB</p>
<p><b>ii. Targeted Approaches</b></p>			
<p><u>1:1 &amp; Small Group Tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better 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><b>Additional release time to support reading fluency.</b></p> <p><b>Additional classroom support to ensure that children are able to read more frequently to an interested adult in school. This will be targeted at our bottom 20% of readers.</b></p>	<p>Class TAs have been released for an additional 90 minutes a week to support small group tuition.</p> <p>As stated above, this has helped towards ensuring at least 80% of all children have achieved ARE.</p> <p>As these groups were specifically targeted due to their vulnerability of not achieving ARE, the success of this intervention can be seen when analysing pre and post-intervention results.</p>	<p>DG/JB</p>
<p><b>iii. Wider Strategies</b></p>			
<p><u>Supporting Parents &amp; Carers</u></p> <p>Children will have greater opportunities to access learning at home.</p> <p>Parents will have the opportunity to visit a wide variety of curriculum subjects in school throughout the year.</p>	<p><b>Additional online learning resources will be purchased, such as Tapestry to support communication at home, as well as online learning resources that will benefit children who are having to self-isolate.</b></p> <p><b>Likewise, Maths Shed &amp; Spelling Shed may be purchased so that children can practise spellings at home.</b></p> <p><b>Release time given to coordinators to ensure curriculum afternoon/day events are successful and parents have information relating to the curriculum available to them following these events.</b></p>	<p>Although Tapestry was adopted across the school successfully as a parent-teacher communication tool in 20/21 and 21/22, the use, particularly in KS2 has dropped significantly in 22-23 and so we will look to recommit funds in 23-24 to other learning areas online.</p> <p>Maths, science, PE, primary languages, phonics and PSHE were all represented in 22-23 with dedicated events. These were in addition to the drama productions in both KS1 and KS2. Parental support for these events was overwhelmingly positive and we will look to widen our offer again in 23-24.</p>	<p>DG/JB</p>