



COVID CATCH-UP PREMIUM SPENDING SUMMARY INFORMATION

Total number of pupils:	109 (October Census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8,720		

STRATEGY STATEMENT

Petersfield's School Vision is that 'God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian Values which motivate and inspire us to provide a rich and diverse education. "I have come that they may have life, and have it to the full" John 10:10'

We are committed to providing a rich and diverse education, including addressing all learning needs to develop each individual's full potential regardless of background, the barriers to learning or the impact of Covid.

The Covid-19 Support Guide for Schools – June 2020 – identifies that:

- Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities.
- The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.
- Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.
- While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.
- For many pupils, compensating for the negative impact of school closures will require a sustained response.
- It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

At Petersfield, the strategies chosen to support recovery closely align with, and in many cases further extend, the successful provision we already have in place to enable continued School Improvement and implement our effective Pupil Premium Strategy.

Teaching and whole-school strategies

- Supporting great teaching - Great teaching is the most important lever schools have to improve outcomes for their pupils. Therefore, since March 2020, we have prioritised staff training to further improve the quality of teaching at Petersfield.
- Pupil assessment and feedback - Pupil assessment and feedback Assessment can help teachers determine how to most effectively support their pupils. Therefore, baseline and diagnostic assessment have been prioritised with additional data captures undertaken to track progress across the school following lockdown 3.
- Transition support - All pupils will need support to transition back to school. The transition materials, compiled as part of Mrs Penrose's National Award for SENDCo project (May 20), have been used as a model and continue to be shared with families.

Targeted Support

- Intervention programmes - In order to support pupils who have fallen behind furthest, structured interventions and strategies which will be delivered one to one or in small groups with a particular focus on literacy and numeracy, will continue to be carefully timetabled. Additional programmes, such as NELI, will be added to our school offer.

Wider strategies

- Supporting parents and carers
 - We continue to provide extensive pastoral support to pupils and families informed by the wellbeing and safeguarding training offered to all staff. We continue to provide regular and supportive communications and 1:1 sessions with parents & pupils especially to increase attendance and engagement with learning.
 - Materials, resources and guidance to support learning at home and over holiday and lockdowns continue to be offered to support families with learning.
- Access to technology –
 - Lack of access to technology has been an important factor affecting the extent to which pupils can effectively learn from home. As well as providing alternative resources, ensuring all children have access to the right technology is a key priority.
 - To support learning, how technology is used matters most. Therefore, supporting all pupils to access the Learning Platform and use it effectively is an important part of the in school curriculum, with additional support being offered 1:1 and in small groups.

Our overall aims of the catch-up premium strategy are to:

- ensure the mental health needs of pupils that have arisen as a result of the pandemic are identified and supported.
- reduce the attainment gap between disadvantaged pupils and their peers
- raise the attainment of all pupils to close the gap created by COVID-19 school closures

BARRIERS TO FUTURE ATTAINMENT		
Academic barriers:		Desired outcome
A	Reading: Pupils facing an absence of daily reading due to lack of engagement, support or resources. Staff have had more limited ability to support pupils at home, attendance at live lessons has not always been consistent and volunteers have been unable to come into school to support.	Opportunities enable increased reading fluency.
B	Writing: Pupil stamina has decreased throughout the pandemic. Pupils struggle to maintain the high expectations, opportunities to write at length and application of grammar, spelling, vocabulary, punctuation, editing and proof reading usually seen in school.	Pupil stamina and writing skills increase, overtime recovering to pre pandemic levels. As this was a pre Covid whole school priority, the intention is to accelerate progress to above pre-pandemic levels.
C	Maths: as regaining fluency has been prioritised, pupils required additional opportunities to develop and apply their reasoning and problem solving skills.	Reasoning and Problem solving skills

ADDITIONAL BARRIERS		
External barriers:		
D	Ofsted (Feb 2020) identified that for a small number of pupils, pupils' attendance is lower than it should be. This limits some pupils' achievements. Covid has further negatively impacted on progress for these pupils.	Ensure that levels of attendance continue to rise to at least in line with the national average, by further supporting parents to ensure that their children attend the school.
E	Whilst the summer 2020 provision was continually adapted and improved following positive feedback, home learning resource distribution was originally limited to email communication and paper packs by the absence of a School Learning Platform prior to the Government Funded Platform (July 21)	An online, learning platform is in place and all staff and pupils are trained in its use. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate.
F	Staff to continue to develop a greater understanding of children's mental health needs in order to be able to help and support children, including developing greater resilience and self confidence in our children. who may have been affected adversely by closures and Covid.	Staff are better informed and have greater clarity about how to support children with mental health needs. Wellbeing continues to be a focus of daily/ weekly teaching so children are able to talk with confidence about strategies they can use at home and school.

PLANNED EXPENDITURE 2020-2021

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? In line with the EEF Covid 19 Support Guide for Schools:	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	Review
Provision of additional staffing to reduce group sizes and enhance staff: pupil ratio	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress. High quality teaching.	Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will make it easier to provide effective support. Assessment can help teachers determine how to most effectively support their pupils and provide pupils with high-quality feedback.	Timetabled support SLT monitoring Review after 3 and 9 weeks	LP	April 2021 June 2021	£5229	Provision in place until July 21 resulted in strong progress
Use September baseline assessments and ongoing diagnostic assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Next steps identified	Assessment can help teachers determine how to most effectively support their pupils and provide pupils with high-quality feedback.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Termly, July 21	£5254	Provision in place until July 21 resulted in strong progress
Recovery curriculum planned for Maths and English for each year group with a focus on consolidation of basic skills. The core skills which enable successful learning include handwriting, spelling of high frequency words, punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. These are being taught alongside a broad and ambitious curriculum.	Plans adjusted in light of identified recovery priorities	Great teaching is the most important lever schools have to improve outcomes for their pupils. There is no shame in acknowledging what teachers know best: children learn less when they are not in school. The consequences of the pandemic will be far reaching. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	RP	Termly, July 21		Provision in place until July 21 resulted in strong progress

Feedback used to make next steps explicit to children.	Pupils are clear about the next steps in their learning. Parents informed about their child's next steps and how to support at home. During lockdown 3, each child received at least a weekly 1:1 parent, teacher and child	Assessment can help teachers determine how to most effectively support their pupils and provide pupils with high-quality feedback. Feedback studies tend to show very high effects on learning.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Termly, July 21		Provision in place until July 21 resulted in strong progress
INSET release for all staff and subject leaders to ensure all curriculum areas are adjusted, post Covid, to deliver broad and balanced curriculum	Plans adjusted in light of identified recovery priorities through support, development work and training	Great teaching is the most important lever schools have to improve outcomes for their pupils. Adjustments to curriculum planning will further enhance this. Curriculum planning or focused training on the effective use of technology is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Focus on other aspects of learning, such as behaviour or pupils' social and emotional needs	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	RP	Half-termly July 21	£7200	Provision in place until July 21 resulted in strong progress
PDM time allocated to specific training including EEF: metacognition, low stakes assessment, diagnostic assessment. mental health, SPLD, key curriculum areas				LP			
PDM allocated to logistics				LP			
PDM time allocated for staff training on use of TEAMS, Seesaw, Microsoft, Loom, Target Tracker.				HC			Remote Learning SEF demonstrates external validation of provision strength
Staff training to focus upon strategies and support which develop greater resilience and self confidence in our children				LP			Cambridge Independent publication

Additional support for Early Career Teacher	QTS obtained by newly qualified teachers who had disrupted NQT year due to Covid-19	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.	Additional support determined by trained mentors to reflect identified needs of NQTs. Guidance from NQT advisor at Cambridgeshire.	HC	July 21	£180	QTS obtained
Total budgeted cost:							£12,609
Targeted support							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? In line with the EEF Covid 19 Support Guide for Schools:	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	Review
TA allocated for same day interventions for closing the gaps and addressing misconceptions. Pre-teaching established to make curriculum access more equitable. Teacher led interventions – content determined by analysis of baseline assessments.	Identified pupils are able to meet expected targets.	Tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 21	£5254	Provision in place until July 21 resulted in strong progress
Nuffield Early Language Intervention (NELI)	NELI aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions. Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	RP	Jan 21	£432	Training completed, Autumn 21 baseline to identify target pupils no pupils were identified as eligible in 20-21
Purchase of YARC and PhAB assessment tools to use in school	Reading difficulties identified and next steps identified	Assessment can help teachers determine how to most effectively support their pupils.	SENDCo SEND Governors	LP	July 21	£755	Resources received ready for 21-22 academic year

Year 5 Literacy project	Identified pupils are able to meet expected targets.	Tuition delivered by qualified teachers is likely to have the highest impact.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual) County EA	LP	July 21	£240	Due to lockdown 3, continued into 21-22
Phonic training, particularly for lower KS2	Raise phonics standards for identified pupils in year 3 & 4	Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 21	£100	Training & coaching interrupted by lockdown – continue 21-22
Total budgeted cost:							£6781
Other approaches							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? In line with the EEF Covid 19 Support Guide for Schools:	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	Review
Daily attendance support including collaboration with external professionals and agencies	Increased attendance and engagement	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.	Subject Lead and SLT monitoring Data analysis Governor visits (virtual) County AO monitoring	LP	Weekly	£1033	Attendance is beginning to improve but support remains in place.
Purchase Seesaw for KS1 & EYFS	Appropriate tools for children to access remote learning when isolating or in lockdown	Schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. Providing support and guidance on how to use technology effectively is essential,	ICT Lead	HC	Jan 21, Jul 21	£400	Remote Learning SEF demonstrates external validation of provision

Supporting all pupils to access the Learning Platform and use it effectively is an important part of the in school curriculum, with additional support being offered 1:1 and in small groups	Increased attendance and engagement with remote learning	particularly if new forms of technology are being introduced	ICT Lead	HC	Jan 21 Jul 21	See staff training	strength
Total budgeted cost:							£1433

IMPACT 2020-2021

No published School or National Data for 2019-2020 or 2020-2021

Whole school progress data (Summer 2021) demonstrates accelerated progress from the Autumn 2021 baseline despite the Lockdown 3 school closure.

- Expected progress (based on school being open all year 20-21) is 5.0 steps progress.
- Average progress is 6.1 steps across Reading, Writing and Maths.
- Reading progress is 6.0 steps
- Writing progress is 6.2 steps
- Maths progress is 5.8 steps
- 84% of pupils with SEND made accelerated progress in at least one area
- 95% of pupils in receipt of the Pupil Premium made accelerated progress in at least one area
- 94% of pupils passed the year 2 phonics check (November 2020)

INITIAL PLANNING OF EXPENDITURE 2021-2022 TBC AFTER AUTUMN 21 BASELINE

Quality of teaching for all							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? In line with the EEF Covid 19 Support Guide for Schools:	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	Review
Recovery curriculum planned for Maths and English for each year group with a focus on consolidation of basic skills . The core skills which enable successful learning include handwriting, spelling of high frequency words, punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. These are being taught alongside a broad and ambitious curriculum.	Plans adjusted in light of identified recovery priorities	Great teaching is the most important lever schools have to improve outcomes for their pupils. There is no shame in acknowledging what teachers know best: children learn less when they are not in school. The consequences of the pandemic will be far reaching. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 22		
Additional support for Early Career Teacher	Successful completion of induction who had disrupted training year due to Covid	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.	Additional support determined by mentor to reflect identified needs of NQTs. Guidance from NQT advisor at Cambridgeshire.	RP	Oct 21		
						Total budgeted cost:	£
Targeted support							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? In line with the EEF Covid 19 Support Guide for Schools:	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	Review

Teacher led interventions teach content determined by analysis of baseline assessments.	Identified pupils are able to meet expected targets.	Tuition delivered by qualified teachers is likely to have the highest impact.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 22		
TA allocated for same day interventions for closing the gaps and addressing misconceptions. Pre-teaching established to make curriculum access more equitable.	Identified pupils are able to meet expected targets.	Tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 22		
Nuffield Early Language Intervention (NELI)	NELI aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions. Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	RP	Oct 21		.
Year 6 Literacy project	Identified pupils are able to meet expected targets.	Tuition delivered by qualified teachers is likely to have the highest impact. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual) County EA	LP	Half-termly July 22		
Phonic coaching & modelling, particularly for lower KS2	Raise phonics standards for identified pupils in year 3 & 4	Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Subject Lead and SLT monitoring Data analysis Pupil voice Governor visits (virtual)	LP	Half-termly July 22		

Total budgeted cost:							
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?		Review
Daily attendance support including collaboration with external professionals and agencies	Increased attendance and engagement	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.	Subject Lead and SLT monitoring Data analysis Governor visits (virtual) County AO monitoring	LP	Weekly		
To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond. To ensure that all children understand expectations and relationships between adults and children across school.	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress.	Focus on other aspects of learning, such as behaviour or pupils' social and emotional needs. EEF Improving Behaviour in Schools acknowledges that simple approaches including ensuring behaviour policies and procedures are embedded with rigor can lead to improved attainment, attendance and a more powerful learning climate	Subject Lead and SLT monitoring Data analysis Governor visits (virtual)	LP	Weekly		
Support some pupils who struggle with learning post Covid through with clear routines and concentration prompts	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress.	Focus on other aspects of learning, such as behaviour or pupils' social and emotional needs	Subject Lead and SLT monitoring Data analysis Governor visits (virtual)	LP	Weekly		
Total budgeted cost:							