



## Lavington Park Federation

### Graffham CE Infant and Duncton CE Junior Schools

### COVID-19 catch-up premium report

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#### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION				
Total number of pupils:	Graffham 56	Duncton 59	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£4480	£4720		

#### STRATEGY STATEMENT

At Graffham and Duncton Schools, we know that the class teachers are best placed to support the needs of every child in their class. Therefore, we will use the current staff to support small group interventions using this catch up premium.

Our school's catch-up priorities are two fold (as below) and include the emotional wellbeing of children and how the experience of the pandemic has impacted on their lives and approach to learning; and the academic needs of children who may have missed some of their work during lockdown and are showing gaps that are vital for the building blocks of all curriculum subjects. Our focus is on all children; that they are gaining a curriculum that allows recovery and support. Some targeted groups will enable more focused work to address the points below. Our focus is always to ensure that our most disadvantaged learners are able to have their attainment gaps reduced.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Emotional understanding of the situation, enabling children to learn in a caring environment in which they can thrive again and where they are able to share their experiences.
B	Different opportunities when working at home.
C	Opportunities for Oracy and Reading- provide the children time to talk and read together.

## ADDITIONAL BARRIERS

### External barriers:

D	Wellbeing of the family as a whole, dealing with anxiety and loss
E	Changes in family circumstances
F	Time out of school, eg. Self isolation, lockdown, missing friendships

## Planned expenditure for current academic year

### 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?
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All children to receive a curriculum that is responsive to their needs.	To enable children to thrive in the time following lockdown, self-isolation and loss.	Our School Curriculum (pre-Covid) already enables all children to make choices in their learning, explore through play and explore their own interests. This time has expanded that ethos further, placing emotional needs deeper into the decision making and planning for each subject.  Work from Barry Carpenter in <a href="http://www.recoverycurriculum.org">www.recoverycurriculum.org</a> relating to rebalancing and reconnecting children back into their own learning. Focus on 'recovery through our curriculum'.	Children will be able to access the curriculum in a manageable way; to be able to listen, understand and cope with changing circumstances of learning. Professional dialogue with staff; discussion with children about their learning experiences; discussion with parents.	HM and LW	At the end of each half term.
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?

<p>To personalise a needs-led approach to school life, providing a holistic recovery plan for targeted groups of children.</p> <p>To use supply cover for all costs so that the children are supported by the teachers that know them best.</p>	<p>To enable learning to be in manageable stages for their development, with additional support emotionally and academically.</p>	<p>The need to explore and support the 5 levers (Carpenter 2020):</p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Community</li> <li>3. Metacognition</li> <li>4. Transparent curriculum</li> <li>5. Space</li> </ol> <p>We know that the children in our school always need more than just academic support; that their emotional and sensory needs sit side by side to their learning needs.</p>	<p>Children will be able to access the curriculum in a manageable way; to be able to listen, understand and cope with changing circumstances of learning. Professional dialogue with staff; discussion with children about their learning experiences; discussion with parents.</p> <p>The class teacher will work with the small group of children (identified using a mix of our Wellbeing Audit and our trackers of academic ability in Reading, Writing and Maths. This work will skillfully mix the academic needs with the emotional needs of the child.</p>	<p>All Monitored by HM and LW</p>	<p>At the end of each half term. Reported to Finance and Premises Committee; and Teaching and Learning Committee.</p>
Total budgeted cost:					£9200