

COVID-19 Catch Up Premium Website Information

Our '**Emerging Stronger**' response to COVID-19 has been carefully and extensively planned. A key part of this response has been the creation of a detailed and focused '**Accelerated Learning**' plan. The plan sets out our strategies to ensure that the COVID-19 interruption does not impact on students reaching their academic and personal potential. In the table below you can see a streamlined summary of our accelerated learning plan.

How will the grant be spent?	How will we assess the impact of the grant on educational attainment?
<p>National Tutor National Tutor via online learning in English and Mathematics -1:3 group tuition, particularly in Y2-5</p>	<p><i>Increase in progress and attainment in end of Key Stage data in both Year 2 and Year 6</i></p>
<p>Extended Academic Provision A programme of out of hours learning opportunities through summer schools. Focused learning activities and enrichment in Year 5 and 6</p>	<p><i>Increase in number of children meeting the expected standard for phonics in Year 1 and Year 2.</i></p>
<p>The Nuffield Early Language Intervention (NELI) and Early Oracy Programme: NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff. Oracy Programme- Voice 21/ Language First Programme encourages the deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children and young people to make progress in the four strands of oracy outlined in the Oracy Framework.</p>	<p><i>NTS scores indicating ongoing accelerated progress throughout the year.</i></p>
<p>Accelerating Learning - Powered by Digital Technology This has included the following investment: Google Enterprise Education G-Suite, staff devices, student devices, staff training, content development (e.g. Digital Hub), safety software and a range of equipment (e.g. charging and storage solution)</p>	<p><i>Increase in number of children reaching age related expectations in EYFS, particularly in CLL</i></p>
<p>After School Boosters Additional lessons for Y5/6 pupils in Maths and Reading after school once per week with qualified teachers.</p>	

Impact of Spending

- The DfE set out the expectations in which schools should operate when delivering remote learning and partial opening. Goldsmith ensures all pupils receive at least the minimum entitlement of remote learning, and often well in excess of this. From Year 2 to Year 6, pupils received a minimum of 3 'Live Lessons' per day as well as directed tasks through Google classroom and weekly live class 'Aspire Assemblies'. In our EYFS classes and Year 1 children are sent links to our pre-recorded sessions which are again a minimum of 3 per day. The timetable has been delivered as it would on a normal pre-covid school day.
- We have accessed and distributed our full allocation of devices from the DfE ensuring all families have access to a device. We are pursuing a further allocation to enable larger families to have multiple devices. In total, we have allocated 114 DfE Ipads, 75 school devices (chrome books/ laptops), and 60 ipads through the Ipad initiative in Year 4. This is 249 devices in our families homes. All devices have been configured to ensure they offer the same tracking software and ESafe alerts. We have received no red alerts from our devices which indicates children are using these devices appropriately.
- Throughout this lockdown period we have been monitoring the engagement of pupils the average overall engagement is:
83% of pupils Y2-6 are engaging with remote learning.
80 % of pupils EYFS-Y1 (including 2 year old provision) are submitting work regularly.
- Teachers and Teaching assistants have been relentless in promoting the learning for pupils at home. If a child does not log on to their lesson; the parents are contacted the same day. This has seen some pupils who do not log on at 9am being present at the 11am lesson.
- SEND pupils have received additional work packs and resources have been sent home so they can continue to access learning. For example, if they use pencil grips or writing slopes as part of regular practice then these have been delivered to the pupils home. The SENDCO has also looked at wider targets such as fine motor skills development and sent all resources and guidance home for families to continue to develop this where possible.

N.B: This data represents pupils who were tutored and not the whole-school cohort for each year group.

Year Group (No of Pupils)	% of pupils who made expected progress	% of pupils who exceeded expected progress
Year 2 (30)	100%	80%
Year 3 (15)	100%	93%
Year 4 (15)	100%	87%
Year 5 (30)	100%	87%