

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	160	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£12800		

STRATEGY STATEMENT
<p>Our catch-up priorities are:</p> <ul style="list-style-type: none">• To rebuild the children's concentration skills.• To support the development of long-term memory.• To improve attainment in the basics of phonics, reading, spelling, handwriting and maths. <p>Our overall aims are:</p> <ul style="list-style-type: none">○ 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 raise attainment for pupils in Year 6 so that they are ready for High School.

Barriers to learning

- Attendance
- Evidence from baseline assessments: low reading/phonics skills and big drop in writing and maths skills post lockdown.
- Children's mental health – some children are very anxious coming back into school post lockdown.
- Difficulty accessing online learning whilst self isolating/partial closure.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Phonics results 59% in Y1 Summer 2019.
B	Low levels of literacy at the end of Year 2 in 2019 – 30% reading and 30% writing.
C	Loss of previous learning due to extended time away from school and non-engagement with remote learning.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Poor attendance during partial opening in Summer 2 2020 and below national attendance since reopening in September 2020.
E	Poor access to online learning for remote learning. Some families only have access via a smartphone.
F	Poor oral language skills in some of our youngest children.

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?
Providing children with high quality feedback.	Children will know what they need to do to improve and how to do it.	EEF guidance – Covid-19 support guide.	Lesson observations, monitoring of books, pupil group conversations.	AC	At the end of each term.
Additional mentoring and coaching for early year teachers.	Teachers will be meeting the needs of all children in the class through high quality teaching.	EEF guidance – we have 6 teachers who are in the early stages of their careers.	HT/DHT to spend time with each teacher providing coaching and mentoring – SD external monitoring of teaching and MF monitoring of books.	FW	At the end of each term.
Closing the gap training for staff in reading and writing. £441	Staff will be confident at identifying the gaps and choosing appropriate approaches to fill them.	DfE approved resources – Literacy Counts	Whole staff training followed up with relevant assessments, discussed in Pupil progress meetings to identify whether any gaps have been successfully filled.	FW	After Easter 2021
Introduce Steps to reading programme for whole class reading lessons across the school. £2058 & £60 training	All children will receive improved reading teaching with built in progression.	DfE approved resources – Literacy Counts	Lesson observations, monitoring of books, pupil group interviews.	CA	Introduce April 2021, review July 2021
Total budgeted cost:					£2559
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?
Use of Reading plus intervention (20 licences) for children who have fallen behind with reading. Initially used with Y6,	To improve children's fluency, vocabulary and comprehension skills.	Proven intervention that we trialled previously.	KS2 lead to monitor the outcomes regularly via the reporting system.	AC	December for Y6, Easter for Y5, Summer for Y4.

then Y5. £1230					
Use of the Nuffield Early Language intervention in Reception (NELI)		Recommended programme by DfE and EEF.	Appropriate staff to attend all the training. Time: 4 hours TA time/week for 20 weeks. Use of language screen assessments to help us identify the most appropriate children.	LC	Intervention to start January 2021. After 20 weeks – July 2021.
Use of 1-1 and small group catch up intervention for RWInc phonics. £2855	To improve children's decoding and early reading skills.	This is an approach we have used effectively in the past.	Support from RWInc lead and use of Ruth Miskin training videos. Children to learn how to use the videos in class before they access them at home.	AM	Each half term through assessments.
Use of additional White Rose maths online teaching materials to support with catch up clubs and homework. £120	To improve children's basic maths and reasoning skills.	This is an approach we have used effectively during lockdown 3 and the children/families are familiar with it.	Experienced Y6 teacher/maths consultant to support with groups in class.	AC/Y6 teacher	Each half term
Catch up clubs: teacher led catch up groups after school to focus on key aspects of learning missed e.g. some phonics, maths... in Y1-6	To support children in catching up on missed learning.	Recommended by DfE.	Implemented by the class teacher who knows the children best.	FW	Each half term
National tutoring programme to support children in years 1-6 who have fallen well behind the expectations for their year group but who are not high level SEND.	To support children in catching up on missed learning in reading and writing.	Recommended by DfE	Key objectives identified by class teachers and shared with tutors from the national tutoring programme.	FW	End of the 15 sessions
Total budgeted cost:					£7146
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?
Providing additional support to our families through online workshops.	Parents will be better able to support their child with homework or home learning if in self isolation.		Use of materials produced by professionals e.g. Ruth Miskin phonics videos.	AM, AC	February half term
Introduction of peer massage to support children's wellbeing and reduce stress/anxiety.	Children will feel less anxious and so are more ready to learn.	Good evidence that use of peer massage can reduce anxiety/stress.	Trained peer massage lead to train the staff and introduce to the children.	FW	February half term

Total budgeted cost:	£0
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ADDITIONAL INFORMATION

- EEF Covid-19 Support guide for schools: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid_19_support_guide_for_schools.pdf
- Evidence from the EEF [families of schools database](#)
- Guidance from English Hub and Read Write Inc Consultants
- DfE Maths documents that identify key concepts to be taught and guidance to support tracking back.