

COVID catch-up premium report

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 194 | Amount of catch-up premium received per pupil: | £73.85 |
| Total catch-up premium budget: | £14400 | | |

STRATEGY STATEMENT

Our main school priorities for the catch-up premium strategy are:

- To implement and monitor a recovery curriculum to impact on lost learning resulting in raised standards of attainment and accelerated progress in Reading, Writing and Mathematics by July 2021.
- To support the emotional well-being of the whole school community in response to the impact of Covid-19 lockdown and on-going local restrictions.
- The overall aims of our catch-up premium strategy is:
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures as identified in Autumn 2020 baseline data.
 - To provide remote learning that will fully support teaching and learning and provide effective marking and feedback for immediate AFL.
 - To identify pupils who require additional emotional support and provide a personalised nurture programme

To support the catch up of missed learning, we have allocated funding to a series of after school booster sessions as well as in-school interventions. Booster sessions will be led by teaching staff and supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'

Small group nurture sessions have been planned with pupils that have been identified in school or through parental concerns.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Baseline data showed a high percentage of regression in Mathematics and English due to lockdown. Further closure of bubble or whole school may impact on standards further. |
| B | During lockdown, a number pupils have received no or minimal support with home learning. |
| C | Baseline assessment has shown a regression in phonics. Further lockdown or closure of bubble may impact on this further. |

ADDITIONAL BARRIERS

External barriers:

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| D | Emotional and social wellbeing of pupils has been affected by lockdown. |
| E | Not all pupils have access to a device for home learning. |
| F | Parents request paper copies of work as they do not want to print off work online. |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| 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? |
| To provide after school sessions led by teaching staff. | To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA | Baseline data shows a high percentage of regression in all core subjects. (see school outcomes file). EEF states that 'Tuition delivered by qualified teachers is likely to have the highest impact.' | SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle. | HT/DHT | Every 6 weeks In addition to outcomes of termly data cycle. |
| To provide in- school interventions. | To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA | Baseline data shows a high percentage of regression in all core subjects. (see school outcomes file). | SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle. | HT/DHT | Half termly in addition to outcomes of termly data cycle. |
| 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? |
| In-school catch up sessions to be delivered in 6 week blocks. 1:1 daily sessions | To accelerate progress of phonics within Y1 and Y2. | Y1 phonics 4% on track to achieve screening. | School monitoring programme | TH/KC | After each 6-week block of intervention |

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| Afternoon interventions – 1:8 30 minutes per week for each group | To accelerate progress of reading in Y2 with a focus on arithmetic. | Baseline data shows that only 30% are at end of Y1 ARE. | School monitoring programme | CD | Half termly |
| Lunchtime interventions – 1:8 x 20 minutes per week | To accelerate progress of greater depth writers in Y2 | Baseline data shows that 0% were GD at end of Y1 ARE. | School monitoring programme | CD | Half termly |
| After school catch up sessions to be delivered in 6 week blocks. 1:7 x 30 minutes | To improve the standard of handwriting within Y2 | Significant decline in standards of handwriting | School monitoring programme | CD | After each 6-week block of intervention |
| After school catch up sessions to be delivered in 6 week blocks. 1:6 x 20 minutes | To improve the standard of handwriting within Y1 | Significant decline in standards of handwriting. Baseline shows that 5% of children achieved ELG in writing | School monitoring programme | CD | After each 6-week block of intervention |
| After school catch up sessions to be delivered in 6 week blocks 1:7 40 minutes | To accelerate progress of mathematics in Y4 | Baseline data shows that only 30% are at end of Y3 ARE. | School monitoring programme | MS | After each 6-week block of intervention |
| After school catch up sessions to be delivered in 6 week block 1:6 25 minutes | To accelerate progress of writing in Y3. | Baseline data shows that only 19% are at end of Y2 ARE. | School monitoring programme | CO | After each 6-week block of intervention |
| After school catch up sessions to be delivered in 6 week blocks 1:7 25 minutes | To accelerate progress in maths in Y3 | Baseline data shows that only 37% are at end of Y2 ARE. | School monitoring programme | AM | After each 6-week block of intervention |

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| Reading Plus – all pupils within Y6 and identified pupils within Y5 will have access to programme | To accelerate progress within Y5 and Y6 in reading focusing on fluency and accuracy. | Baseline data shows that only 24% of Y5 pupils are at end of Y4 ARE and 41% of Y6 at end of Y5 ARE | Lit lead to monitor. Progress reports from programme. Weekly awards to show progress. | VL/RS | Review is on-going weekly. |
| After school catch up sessions to be delivered in 6 week blocks. 1:6 for 40 minutes | To accelerate progress in maths in Y5 | Baseline data shows that only 35% are at end of Y2 ARE. | School monitoring programme | RS | After each 6-week block of intervention |
| After school catch up sessions to be delivered in 6 week blocks 1:10 for 45 minutes | To accelerate progress Mathematics in Y6. | Baseline data shows that only 14% are at end of Y5 ARE. | School monitoring programme | VL/KQ | After each 6-week block of intervention |
| Total budgeted cost: | | | | | 8950.60 |
| 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? |
| Purchase of Reading Plus programme and headphones | Rapid catch up within reading resulting in accelerated progress | Low baseline assessments within reading | Progress reports from programme. Weekly awards to show progress. | VL/RS | Review is on-going weekly. |

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| In-school lunchtime Friends for Life programme | To support pupils to develop self-confidence and their anxiety issues | Teachers identified children that need extra support regarding their mental health as a result of lockdown. Work carried out in school has identified a number of children whose mental health and wellbeing have been affected due to the impact of lockdown. | Feedback from class teachers Supervision meetings | LC/KQ | End of 6 week programme |
| Purchase of Showbie – home learning platform. | | Remote learning will be strengthened and enable pupils to complete work online, teachers can model tasks and provide immediate feedback and marking. This will mean that parents do not have to print off home learning and school do not have to photocopy large amounts of learning packs. | CPD for all staff on the use of Showbie. Usage will be monitored by class teachers. | LC | On-going |
| Total budgeted cost: | | | | | 5449.40 |