COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	219	Amount of catch-up premium received per pupil:	£72.69
Total catch-up premium budget:	£15,920		

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:
    - o To raise the attainment of all pupils to close the gap created by COVID-19 school closures as identified in Autumn 2020 baseline data.
    - o To provide remote learning that will fully support teaching and learning and provide effective marking and feedback for immediate AFL.
    - o 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.'

Bespoke nurture sessions have been planned 1:1 with pupils that have been identified in school or through parental concerns.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
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	Where parents are working from home, 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:	
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					
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?**
After school catch up sessions to be delivered in 6 week blocks.	To accelerate progress of phonics within Y1 and Y2.	Y1 phonics 15% on track to achieve screening.	School monitoring programme	JB/GB/PK/TJ	After each 6-week block of intervention

Afternoon interventions – small group 30 minutes per week for each group	To accelerate progress of mathematics in Y2 with a focus on arithmetic.	Baseline data shows that only 44% are at end of Y1 ARE.	School monitoring programme	GB	Half termly
Afternoon interventions – 1:1 x 15 minutes twice per week	To accelerate progress of reading in Y2 – fluency and comprehension	1:1 reading and guided reading has identified that a number of pupils are not fluent within their reading and lack comprehension	School monitoring programme	AS	Half termly
After school catch up sessions to be delivered in 6 week blocks. Afternoon interventions 1:1 x 20 mins per week.	To accelerate progress of mathematics in Y3. Initial focus on Y2 multiplication.	Baseline data shows that only 18% are at end of Y2 ARE.	School monitoring programme	VH/AS	After each 6-week block of intervention
Afternoon interventions – 1:1 x 15 minutes twice per week	To accelerate progress of reading in Y3 – fluency and comprehension	Baseline data shows that only 30% are at end of Y2 ARE.	School monitoring programme	VH	Half termly
After school catch up sessions to be delivered in 6 week blocks. Afternoon interventions 1:1 x 10 minutes twice per week.	To accelerate progress of mathematics in Y4 with a focus on Y3 objectives - addition and subtraction.	Baseline data shows that only 26% are at end of Y3 ARE.	School monitoring programme	ND	After each 6-week block of intervention
After school catch up sessions to be delivered in 6 week blocks.	To accelerate progress of writing in Y4.	Baseline data shows that only 16% are at end of Y3 ARE.	School monitoring programme	KO	After each 6-week block of intervention

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?
After school catch up sessions to be delivered in 6 week blocks.	To accelerate progress in Writing in Y5 with a focus on basic skills.	Baseline data shows that only 16% are at end of Y4 ARE.	School monitoring programme	KY	After each 6-week block of intervention
Reading Plus – all pupils within Y5 and Y6 will have access to programme x3 per week.	To accelerate progress within Y5 and Y6 in reading focusing on fluency and accuracy.	Baseline data shows that only 49% of Y5 pupils are at end of Y4 ARE and 38% of Y6 at end of Y5 ARE	Lit lead to monitor. Progress reports from programme. Weekly awards to show progress.	KY/KO	Review is on-going weekly.
After school catch up sessions to be delivered in 6 week blocks. Afternoon interventions 1:4 x 45 mins per week	To accelerate progress of Reading, Writing and Mathematics in Y6. Reading fluency and comprehension. Writing basic skills Maths multiplication and division Y5 objectives.	Baseline data shows that Y6 pupils achieving end of Y5 ARE is: Reading: 38% Writing: 0% Maths: 25%	School monitoring programme	SS/KH/SY/ BQ/GW	After each 6-week block of intervention
				Total budgeted cost:	12,766.63
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?**

To provide bespoke Nurture for those pupils that lockdown has had a negative impact on. (10 week programmes)	To support pupils to develop self-esteem, self-confidence and attachment issues.	Parents have reported concerns to school regarding their child's 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.	Supervision meetings weekly with key staff.	KH/SENCO	After each 10 week session or sooner if identified in supervision meeting.
To re-engage reluctant readers and close gaps in reading.	Implementation of new reading spine to ensure progression and challenge in reading and writing.	Baseline assessments show regression in reading in all year groups.	Monitored by English lead. Outcomes within work scrutiny. Guided reading drop-ins. Pupil discussion	SS/ class teachers	On-going to evaluate impact.
Purchase of catch up set of books to support booster sessions and home learning. Purchase of Showbie – home learning platform.	Home learning to support and consolidate year group objectives	Parents have expressed that they find home learning difficult and resources to support will be welcomed. 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.	Monitored through pupil returns. CPD for all staff on the use of Showbie. Usage will be monitored by class teachers.	TP ICT technicians	On- going On-going
				Total budgeted cost:	£3,292.73