

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	187 (169 Autumn census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£13,520	First tranche	£3380

STRATEGY STATEMENT

- Our priorities for catch up are writing and maths.
- The core approaches we are implementing are:
 - Supporting great teaching
 - Effective pupil assessment and feedback
 - Intervention programmes
 - Extended school time
- The overall aims of our catch-up premium strategy are:
 - To reduce the attainment gap between disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - To reduce underachievement in English and maths for all groups of learners.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Underachievement and learning gaps in reading.
B	Underachievement and learning gaps in writing.
C	Underachievement and learning gaps in maths

ADDITIONAL BARRIERS

External barriers:

D	Learning environment at home not conducive to effective learning
E	Attendance
F	Wellbeing after pandemic / engagement with curriculum

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?
Quality first teaching supported by evidence-informed CPD for teachers and support staff – cognitive load, retrieval practice and metacognition £1315.00	Teaching strategies, subject knowledge and knowledge of pupils ensures high quality teaching for all. Teaching is good or better in all classes.	Combined professional knowledge with robust evidence about approaches that are known to be effective. Refer to: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Drop-ins Monitoring of work Progress tracking	CB	Termly
Implement MyON reading library and quizzes £1384.00	All children have access to stories to read in the home. Children read more frequently and this is measured in the quizzes they take. Children make accelerated progress (6 months+) in Years 3 – 6 by July.	Children have a range of books to choose from, practise more frequently and become better readers who enjoy reading for pleasure. (EEF) This will also support vocabulary development.	2x CPD sessions English leader to monitor Outcomes on Accelerated Reader	LA	March and June
Use Star maths to identify gaps in learning and plan next steps/targeted interventions £1417.80	Staff use diagnostic assessment to adapt medium term plans. Staff use intervention tasks to support catch up. The majority of children make 3 steps or more progress over the term.	Frequent, low stake testing to practice retrieval and ensure pupils experience success and acquisition of knowledge.	Progress and achievement data CPD for staff – Mathematics guidance: KS1/2 NCETM CPD for staff in Third Space.	BC/TE	Termly

Total budgeted cost: £4116.80

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>Chromebooks and Learning by Questions £960 for 1 year licence for KS2 classes and £3000 for IT eqpt</p>	<p>Individual gaps are addressed in English, maths and science.</p>	<p>Identify and address specific gaps in learning for individuals.</p>	<p>CPD given to staff on 22.10.20 Overview of progress monitored by class teachers. Key stage progress monitored by TE.</p>	<p>TE</p>	<p>05.01.21</p>
<p>Accelerate progress of KS2 children who are off track in maths with 1:1 tutoring from Third Space. £2219.10 (for two terms lower attaining)</p>	<p>Gaps will be addressed and children will make accelerated progress so the number on track increases.</p>	<p>One to one teaching delivers approximately five additional months' progress on average (EEF) Pupils who had weekly interventions from Third Space made 7 months' progress over 14 weeks. EEF recommends 5-30 hours for interventions to be effective.</p>	<p>Children will work with the same tutor each week. TE will receive a detailed summary of learning objectives covered. Children sit pre and post diagnostic tests so progress can be mapped clearly across a term.</p>	<p>TE BC</p>	<p>Termly</p>
<p>Accelerate progress of KS2 children who should be higher attaining but progress has been affected by the pandemic with 1:1 tutoring from Third Space. £1109.55 (for higher attaining)</p>	<p>Teaching will be planned according to achievement in pre-test diagnostic to ensure children are challenged from their starting points.</p>	<p>One to one teaching delivers approximately five additional months' progress on average (EEF) Pupils who had weekly interventions from Third Space made 7 months' progress over 14 weeks. EEF recommends 5-30 hours for interventions to be effective.</p>	<p>Children will work with the same tutor each week. TE will receive a detailed summary of learning objectives covered. Children sit pre and post diagnostic tests so progress can be mapped clearly across a term.</p>	<p>TE BC</p>	<p>Termly</p>

Phonics training for all to support catch up in reading and writing £1500	93% reach expected standard before lockdown. Now 77% on track to pass.	EEF – additional 4 months progress to reading. Vocabulary is addressed in PP strategy.	Teachers to monitor use and track progress half termly. Teach wider literacy skills such as comprehension strategies alongside phonics which improves accuracy.	BC	Half termly
Nuffield Early Language Intervention – after school so children don't miss QFT £500	Improve oral language skills of reception-aged children	EEF highlights oral language skills as crucial foundation for thinking, learning and social interaction. Oral language strong predictor of success in employment and wellbeing.	Access online training from Spring 2021	ER	Half termly
GL Assessment – distress book £115	Uncover symptoms of anxiety and support children to manage this with suggested activities and approaches.	The impact of successful SEL interventions is an additional four months' progress over the course of a year.	Use to support referrals to external agencies to ensure support is provided where needed. Support provided in school based on outcomes.	HP	Termly
Total budgeted cost:					£9403.65

ADDITIONAL INFORMATION

Additional information used to support the sections above:

- Target Tracker assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf