

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	416	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	As of March 2021 - £8,320 received so far. Funding still to be received is £24,960 Total amount - £33,280.		

STRATEGY STATEMENT

Additional support and focus on the gaps in knowledge through not being at school. This is for pupils of any ability who have fallen behind from their attainment and progress before COVID-19. These identified children will be supported by additional staffing utilising catch up premium - dependent on need as identified through ongoing assessment.

All pupils will have time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

The overall aims of our catch-up premium strategy are:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March 2020 they are working at least to an age-related expectation in that same subject by the end of the academic year 2021.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- 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

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?
Supporting pupils' social, emotional and behavioural needs	Children to feel that they have a supportive and approachable point of contact if they are feeling anxious or are in need of emotional support That all pupils integrate back into school after lockdown with confidence and are eager to learn	During lockdown the Inclusion Team, ELSA and all staff supported pupils and parents through various channels - phone calls, emotional support email, Family Support Worker contact. This must be continued as children are reintegrated back into full time education	Revised PSHE planning focusing on the 5 ways to wellbeing Opportunities for social and emotional learning can be meaningfully combined with the curriculum. For example, in English, taking the opportunity to talk about a character's emotions, along with developing pupils' vocabulary to describe emotions, can be helpful to develop self-awareness. This may support pupils to articulate their experiences and feelings in this challenging year	AC/Inclusion Team	Weekly reviews in Phase leader meetings Weekly reviews with the Inclusion Team
Flexible Groupings according to need. Pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.	Pupils make good progress and gain confidence by working in groups with similar needs	Allocating pupils to temporary groups can allow teachers to set up opportunities for collaborative learning. Teaching smaller groups of pupils who share the need for more explicit instruction allows them to independently carry out a skill, remember a fact, or understand a concept.	Additional staffing in 'bubble' year groups to support the teaching of flexible groups Phase leaders to co-ordinate the planning and delivery of flexible groupings	Phase leaders	Reviewed every half term or sooner if required
To provide a full and balanced curriculum that covers current needs and any missing content from time away from school	The whole curriculum is covered and is not narrowed Work covered at home is revisited	Whilst the vast majority of pupils engaged fully with remote learning on Teams, there is a need to revisit the objectives using quizzes to remember more and embed knowledge	Staff to highlight on their planning from any lockdown periods what was not covered through remote teaching and weave into current teaching Year group bubbles will have 3 teachers to enable flexible teaching groups according to teacher assessment gap analysis	Phase leaders	Continuous review
Total budgeted cost:					£15,000

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?
To provide morning maths tuition for disadvantaged pupils and pupils who have made limited progress in Year 4	That pupils develop in confidence That pupils make progress from their starting point. In particular, arithmetic and reasoning	Identified pupils in year 4 are behind compared with their peers and compared to their attainment before COVID-19	The program is planned by the teacher from data analysis. It will run daily in small groups of 2 or 3 children. 11 children will benefit from this intervention. Pupils will receive 2 or 3 sessions per week	YR/AC	Reviewed every 4 weeks
To provide morning maths tuition for disadvantaged pupils and pupils who have made limited progress in Year 3	That pupils develop in confidence That pupils make progress from their starting point. In particular, rapid reasoning and arithmetic	Identified pupils in year 3 are behind compared with their peers and compared to their attainment before COVID-19	The program is planned by the teacher from data analysis. It will run for 4 days per week in groups of 2. 8 children will benefit from this intervention. Pupils will receive 2 sessions per week	SO/AC	Reviewed every 4 weeks
To provide specialist teaching in spelling and phonics to pupils in Y3, 4 and 5	That pupils on the programme make good progress in their phonic knowledge and understanding	Pupils reading and spelling age is below age related expectations and require separate phonics teaching and spellings to their peers Assessments show that these children are behind their peers in spelling and reading and compared to their maths attainment	Specialist teacher is part of the Inclusion Team and knows the Nessy spelling program and its impact. The group sizes are small and similarly matched in ability Specialist teacher to offer parents evening to discuss progress	CM	Reviews are conducted every 6 weeks
Specialist teaching for 4 pupils who are pre key stage in Year 3, including: - a personalised English curriculum for reading, writing and phonics - delivery of SALT and OT programmes - delivery of verbal reasoning programme - delivery of programme to develop fine motor and perceptual skills	To revise Phase 2 to 5 phonics, and follow Year 1 learning objectives for reading and writing. That pupils in the group make progress from their starting point and develop in confidence. That pupils in the group make progress towards their individual SALT and OT targets.	Identified high need SEN pupils requiring individual, precision curriculum to ensure they sustain progress due to COVID-19 closures. This is to ensure no further gap occurs and they continue to make progress.	3 lessons per week for 75 minutes per day delivered by the Inclusion Leader 1 lesson per week for 75 minutes delivered by a TA under guidance of the Inclusion Leader	HB	Reviews are conducted every 6 weeks

<p>Specialist teaching and a personalised English curriculum for reading, writing and phonics for 7 pupils who are working at pre key stage 1 level in Year 2;</p> <ul style="list-style-type: none"> - a personalised English curriculum for reading, writing and phonics; - delivery of SALT and OT programmes; 	<p>To revise Phase 2-5 phonics;</p> <p>To make progress towards their individual SALT and OT targets;</p> <p>To use scaffolding techniques to enable them to follow the Year 1 learning objectives for reading and writing;</p> <p>To make progress from their starting point and develop in confidence;</p> <p>To make progress towards their related SEN Support targets.</p>	<p>Identified high need SEN pupils requiring individual, precision curriculum to ensure they sustain progress due to COVID-19 closures. This is to ensure no further gap occurs and they continue to make progress.</p>	<p>4 lessons per week for 95 minutes per day delivered by the Inclusion Leader.</p> <p>1 lesson per week for 95 minutes delivered by a TA under guidance of the Inclusion Leader.</p>	<p>SPJ</p>	<p>Reviews are conducted every 6 weeks</p>
<p>Phonics catch up teaching in Year 1 to the children who have been identified as making slow progress or who have fallen behind since remote learning was introduced</p>	<p>To make rapid progress in the identification and application of phonics sounds in phases 2-5</p> <p>To make progress as evidenced by improvement in PSC scores</p> <p>To become more fluent and confident when decoding</p>	<p>Pupils whose phonic screening check score in March 2021 is below their predicted end of Year 1 result (which is based on FS/Y1 teachers' predictions) and pupils whose reading book band colour is below expected for this stage.</p>	<p>1.5 days of a teacher per week to teach phonics in ability groups of up to 6.</p> <p>Terms 4, 5 and 6</p>	<p>JW</p>	<p>Reviewed every 4 weeks (Phonics Screening Check)</p>
<p>Reading, writing and maths booster catch up for disadvantaged pupils, pupils with English as an additional language and pupils who have fallen behind since remote learning was introduced</p>	<p>That pupils develop in confidence and independence</p> <p>That pupils make progress from their starting point.</p>	<p>Year 5 is a cohort with lower KS1 attainment and higher disadvantaged pupils and EAL pupils than our other years. Mobility is also higher.</p>	<p>1.5 days of a teacher per week to teach reading, writing and maths in small groups.</p> <p>Terms 5 and 6</p>	<p>JCW</p>	<p>Reviewed every term</p>
Total budgeted cost:					£21,084