

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	202	Amount of catch-up premium received per pupil:	80
Total catch-up premium budget (up to 5 <sup>th</sup> April 2021):	9,400		

### STRATEGY STATEMENT

Our catch-up priorities are to ensure that pupils gaps due to COVID-19 are closed and to ensure that disadvantaged pupils in particular do not fall further behind their peers. As a school, our aim is that at least 50% of pupils will be age related by July 2021 in Reading, Writing and Maths.

We aim to achieve this through targeted teaching and interventions informed by formative and summative assessment; a focus on retrieval practice to embed learning; an emphasis in the Autumn and Spring term on English and Maths before moving to delivery of a full broad and balanced curriculum in the Summer term and improved access to remote learning for pupil premium pupils.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school)

A	poor oral language and vocabulary skills
B	poor self-esteem/emotional well-being/life aspirations
C	Gaps in learning due to lockdown

## ADDITIONAL BARRIERS

External barriers: (issues which require action outside school)

D	Access to appropriate technology at home
E	poor learning behaviours/resilience/home-learning routines
F	attendance

## Planned expenditure for current financial 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?
Purchase quality class texts to support the teaching of English from Yr-Y6	Pupils will make accelerated progress in reading and writing	<ul style="list-style-type: none"> <li>- Teaching is based around a quality text which engage pupils</li> <li>- Texts are linked where possible to topic which enables teachers to plan cross-curricular writing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Informal monitoring of teachers' planning</li> <li>- Monitoring of writing outcomes</li> <li>- Termly assessment outcomes for reading and writing</li> <li>- Pupil voice</li> </ul>	CN	Termly
Purchase additional guided reading texts	Pupils will have access to high quality guided reading texts at home and in school; pupils will make accelerated progress in reading	<ul style="list-style-type: none"> <li>- Research suggests that, guided reading is more effective than either one to one or paired tuition.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of guided reading sessions</li> <li>- Guided reading to take place at least 3 times a week in each class</li> <li>- Monitoring of reading diaries</li> <li>- Guided reading refresher for staff</li> </ul>	CN	Termly
Total budgeted cost:					£2,700

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?
Implement 1:1 maths tuition through Third Space Maths	Gaps in learning will be addressed and targeted pupils will make accelerated progress in maths	- Evidence indicates that one to one tuition, in addition to normal teaching can be effective (EEF)	<ul style="list-style-type: none"> <li>- Use of DfE approved tutors</li> <li>- Termly assessment outcomes</li> <li>- Pupil voice</li> <li>- Evidence of progress in books</li> </ul>	RA/EM	Termly
Identify gaps in reading (Y1-Y6) using PIRA reading assessment then implement 1:1 and small group interventions to address gaps	Gaps in learning will be addressed and targeted pupils will make accelerated progress in reading	- Evidence indicates that one to one and small group tuition, in addition to normal teaching can be effective (EEF)	<ul style="list-style-type: none"> <li>- Termly assessment outcomes</li> <li>- Records of interventions</li> <li>- Use of PIRA to inform intervention</li> </ul>	CN	Termly
Deliver after school catch-up intervention for writing	Gaps in learning will be addressed and targeted pupils will make accelerated progress in writing	- evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better (EEF)	<ul style="list-style-type: none"> <li>- Pupil voice</li> <li>- Evidence of progress in books</li> </ul>	RA/EM/JC	Termly
Total budgeted cost:				£3,700	

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 licenses to enable children to use DfE allocated laptops in school	Pupils will be able to access technology such as Century Tech which will address gaps in learning and enable pupils to make accelerated progress	<ul style="list-style-type: none"> <li>- Evidence suggests that effective use of technology can have moderate gains on learning (+4 months) (EEF)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff refresher on use of Century Tech</li> </ul>	FD	Termly
Purchase Collins maths and English workbooks for pupils in Year 1-6	Pupils will be able to continue maths and English learning in the case of self-isolation or lockdown, thus reducing any loss of learning	<ul style="list-style-type: none"> <li>- Children will need to have quick access to learning materials in the event of isolation at short notice</li> <li>- All children will have access to the materials irrespective of access to technology</li> <li>- Some parents reported that their children preferred to use paper based materials</li> </ul>	<ul style="list-style-type: none"> <li>- All classes to have sufficient materials</li> <li>- Staff to use the materials so that children are used to them</li> <li>- Staff will monitor use and give feedback in the case of lockdown or self-isolating</li> </ul>	RA/EM	Termly
Total budgeted cost:					£3,000