

## COVID-19 Catch-up Premium Report

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

SUMMARY INFORMATION			
Total number of pupils:	312	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23 920		

STRATEGY STATEMENT
<p>Include a brief overview of your catch-up premium strategy.</p> <ul style="list-style-type: none"> <li>• The schools catch up priorities are               <ul style="list-style-type: none"> <li>✓ To support children’s developing knowledge of phonics</li> <li>✓ To support grammar knowledge to have an impact on children’s independent writing</li> </ul> </li> <li>• How we are helping pupils to catch up on missed learning:               <ul style="list-style-type: none"> <li>✓ An extra teacher appointed to support a range of interventions in Y2, 4 and 5</li> <li>✓ Additional phonics intervention</li> </ul> </li> <li>• The overall aims of your catch-up premium strategy, for example:               <ol style="list-style-type: none"> <li>1. To reduce the attainment gap between your disadvantaged pupils and their peers</li> <li>2. To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li> <li>3. To raise the attainment of pupils phonic ability to support reading from F2- Y6</li> </ol> </li> </ul>

## Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Pupils have missed a whole term of phonics teaching. Children have been assessed as working at Phase 3/4 at the beginning of Year 2 and phase 3 at the beginning of year 1
B	Pupils who have fallen behind in learning due to lack of support from home during lockdown. Children have gaps in learning due to lockdown in the summer term 2020.
C	Some pupils had limited access to reading materials and resources at home resulting in their reading ages being lower than expected

### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Having access to good quality home learning for all pupils
E	Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life. PE lessons to be commence. These will be led by MS as the PE lead. The purpose will be to offer CPD opportunities to all staff and team teaching of PE. Fitness levels of pupils return to pre-covid standards. I Children have spent a lot of time during Covid ind

## Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
<p><b>A).</b> Two sessions taught daily for Y1/2 children (8 week catch up plan)</p> <p>Implement phonic intervention catch up sessions daily 1:1 for children to secure phonemes they are unsure off.</p> <p>Phonic intervention resources packs purchased from Alex Finn (leading Phonics teacher with the English Hub)</p>	<p>By January, the majority of children are on track for the age related phonic phase.</p> <p>Y2 – starting phase 5 part 2</p> <p>Y1 – Starting phase 5 part 1</p> <p>Phonic screening check for Y1 children is above 50% and for Y2 is above 80%</p>	<p>Children missed a significant amount of phonics teaching during the summer term.</p> <p>EEF – Intervention programs 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p>Monitor the catch up program weekly – TMVs</p> <p>Track the progress of each child phonic knowledge including the impact of interventions.</p>	Claire Stirland	End of Autumn term

<p><b>B).</b> Small class sizes for reading, Composition and Mathematics in Years 1/6</p> <p>Appointment of an experienced teacher to support in key year groups (Y2, Y4, Y5) for reading and comprehension in the first instance</p> <p>Non fiction reading books purchased to ensure all interests of children are captured</p>	<p>All children can access more teacher time in smaller guided groups at least twice a week</p>	<p>Third sets create in each year group It is highly likely that the gap will have widened when pupils return to school,</p> <p>EEF – ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p>	<p>Lesson Observations</p> <p>TMV’s Track progress in R/W/M across the year groups</p> <p>Target setting meeting to track progress (Attainment and progress trackers)</p>	<p>Principal Vice Principal Class teachers</p>	<p>Termly (Autumn, Spring, Summer)</p>
<p><b>C).</b> Resources packs provided to pupils who have requested them to support home learning.</p> <p>E-books from scholastic purchased for children that are having to self isolate or isolate due to bubble closures</p> <p>The use of Oxford owl for KS2 children</p>	<p>Children can continue to read their decodable reading books whilst in isolation</p> <p>Children have all the resources they need (Paper, pens, scissors, etc) to access home learning successfully</p>	<p>Children will be provided with any resources they need to access the learning from home.</p>	<p>Regular contact with parents and pupils</p> <p>Monitoring of the quality of work being submitted and measuring the progress</p>	<p>Class Teachers</p>	<p>Half termly</p>
<p>Total budgeted cost:</p>					<p>£17 350</p>

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><b>D).</b> CPD provided for staff on the effective use of Class Dojo for home learning</p>	<p>Children at home are able to access high quality teaching to ensure they don't fall further behind in case of bubble closures</p>	<p>To ensure that all pupils learning at home have access to everything they need to be successful with the lessons online.</p> <p>EEF – Remote learning Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.-</p>	<p>Class Dojo implementation with guide books for staff and parents</p>	<p>Elleanor Cribb</p> <p>Atom IT support</p>	<p>December 2020</p>
<p><b>E).</b> PE Lesson once a week with a specialist teacher</p> <p>Professional development for all teachers in how deliver high quality PE, through team teaching and modelling</p>	<p>Weekly PE session recommences</p> <p>Staff have increased confidence in delivering high quality PE</p> <p>Fitness levels return to precovid standards</p>	<p>The children</p> <p>EEF Teaching and Learning toolkit</p> <p>Outdoor adventure Learning</p> <p>Sports Participation</p>	<p>Lesson Observations</p> <p>TMVs</p>	<p>Amie Prickett</p>	<p>December 2020</p>
Total budgeted cost:					£8640
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?
<p>Support for children that are having trouble settling back in to school and for any children with emotional support needs/mental health</p> <p>Worry monsters purchased for children in years 1-4 and worry boxes in year 5/6.</p> <p>Set up the online worry monster for children in case of lockdown or bubble closures.</p>	<p>Children settle back into school and feel supported. Children have a point of contact in school for worries.</p>	<p>Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020 and again in January 2021.</p>	<p>Identification of children needing additional support is quickly identified.</p> <p>Progress reports for identified children through target setting meetings</p>	<p>Lorraine Robinson</p>	<p>Half termly</p>
Total budgeted cost:					£89.00

#### ADDITIONAL INFORMATION

In this section, you could annex or refer to additional information which you've used to support the sections above.

- Internal assessment data for identified children