COVID-19 catch-up premium spending: summary

| summary information | | | |
| --- | --- | --- | --- |
| Total number of pupils: | 38 | Amount of catch-up premium received per pupil: | £ 80 |
| Total catch-up premium budget: | £3,040 |  |  |

| strategy statement |
| --- |
| It was evident after returning from lockdown that they were areas of significant weakness in all areas and across all year groups. Due to the lockdown opening to some year groups, it was good to see that those who had returned to school in June initially had less attainment gaps than the year groups who were not in school. Children made good progress in the Autumn term. However, after the 2nd lockdown despite good engagement from the parents in home learning, gaps had widened again.  As a school, we prioritized training to support our first wave provision by assessing the gaps and targeting teaching accordingly.  Our first priority was to raise standards in reading and so time was spent on developing consistency in guided reading. Although this approach raised attainment across the year groups, there was still need for additional phonics to narrow the gap between SEN/PP children and their peers.  Our second focus, was to address areas of weakness in maths especially around number facts/times tables and calculation. After returning from the second school closure teacher’s used NFER assessments and their teacher assessments to judge who would need extra support in the summer term. |

|  |  |  |
| --- | --- | --- |
| barriers to future attainment | | |
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) | | |
| A | | Significant number of PP and SEND children across the school. |
| B | | Significant number of the PP and SEND children classed as vulnerable. |
| ADDITIONAL BARRIERS | | | | |
| External barriers: (issues which require action outside school such as home learning environment and low attendance) | | | | |
| D | | In the first school closure, many children struggled to access remote learning due to lack of devices or internet facilities. A questionnaire was sent to parents after the last lockdown to gather information about learning in lockdown so that we could be prepared for any future lockdowns. | | |
| E | | Some children and some parents did not have the ICT skills or confidence to work with online learning platforms. Although engagement in learning improved in the January -March lockdown there were families who found it difficult to access TEAMs and requested paper copies for their children. | | |

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? |
| Introduction of daily grammar/ short writing sessions. | To improve the percentage of children achieving the expected level in SPAG in the end of KS2 SATs.  To improve the percentage of children achieving the expected level in our in school SPAG assessments in KS2. | [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/)  Teaching and whole school strategies  We know that great teaching is the most important level schools have to improve outcomes. | Staff CPD at the beginning of the Autumn term to introduce the focus of the daily sessions. English lead to explain rationale and the expectations in relation to content and evidence.  Work to be monitored during routine work scrutinies in the Autumn and Spring terms. | English Lead | To be reviewed at the end of the Autumn term and compare Autumn 1 and 2 data for impact. |
| Improve the teaching and learning of spelling across the school. | To improve the percentage of children achieving the expected level in SPAG in the end of KS2 SATs.  To improve the percentage of children achieving the expected level in our in school SPAG assessments in KS2. | [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/)  Teaching and whole school strategies  We know that great teaching is the most important level schools have to improve outcomes. | Purchase of spelling frame to support daily spelling lessons. | English lead | To be reviewed at the end of the Autumn term and compare Autumn 1 and 2 data for impact. |
| Daily guided reading sessions | To improve the percentage of children achieving the expected level in reading in the end of KS2 SATs.  To improve the percentage of children achieving the expected level in our in school reading assessments in KS2. | [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/)  Teaching and whole school strategies  We know that great teaching is the most important level schools have to improve outcomes. | Evidence through timetables and to monitor during book scrutinies. | English lead | To be reviewed at the end of each term. Evidence of improvement of NFER scores. |
| Total budgeted cost: | | | | | No cost Quality first teaching approach |
| 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? |
| KS2 Phonics Intervention | To increase the percentage of children achieving the expected level in reading and writing at end of KS2 SATs.  To close the gap between the SEN/PP children and their peers. | [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/)  One to one and small group tuition, Intervention programmes. | TA/Teacher will assess the children using the Project X Code scheme.  The children will have twice weekly sessions with work to follow up with this in class. An assessment will be carried out at the end of the term to measure the impact. | TA RB  Class 2 teacher | At the end of end of each half term |
| NELI to be used as catch up in EYFS | Delivery of NELI to EYFS children | NELI is proved effective intervention for EYFs children.  The school has applied for an been successful in being involved in this EYFS catch up scheme | TA to be trained in NELI  Class 1 teacher to lead on organizing and monitoring teaching of this | Class 1 teacher | At the end of each Summer term |
| Extra teacher support in class 2 | To close the gap between the SEN/PP children and their peers. | [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/)  One to one and small group tuition, Intervention programmes. | Teacher will use Ready to Progress criteria to work through with children who need to catch up in KS2 | SGuy  teacher | T support to be reviewed at the end of half tterm term |
| Total budgeted cost:  September – April £1820  May – September £1220 | | | | | £3,040 |