

COViD-19: catch-up premium report

Our strategy for delivering on the 'catch-up' funding strategy.



COViD-19 catch-up premium spending: summary

SUMMARY INFORMATION

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|--------------------------------|---------|--|-----|
| Total number of children: | 420 | Amount of catch-up premium received per child: | £80 |
| Total catch-up premium budget: | £33,600 | | |

STRATEGY STATEMENT

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing programme is being adapted to focus on missed objectives and consolidate the basics. Reception – Y5 will follow the updated White Rose Maths suggested objectives and add in any additional learning, missed in the previous year. Year 6 will adapt their maths teaching once gaps in learning are identified.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. This focus will be predominantly in KS1 due to the larger proportion of school missed by these children.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. This will be developed during foundation subject teaching and additional focus on previous year, summer term objectives.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. This will be undertaken by additional support staffing assigned to those with the highest need.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Additional intervention support where required where a small group identify a gap, or adaptations to whole class teaching where appropriate.
- **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. Children need to be emotionally prepared to be able to acquire new knowledge and skills. Additional ELSA support time put in place.

Overall our aims are to raise the attainment of all pupils to close the gap created by COVID-19 school closures

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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|---|---|
| A | Children in KS1 missed a large proportion of the phonics programme this was evidenced in Autumn Term baseline assessments. This underpins key reading and spelling concepts throughout children's learning experiences. |
| B | Many basic numeracy skills are continually revisited throughout the year, these were not revisited in the same way during home learning. This was evidence in Autumn Term baseline assessments. |
| C | In some foundation subjects, exposure to specific learning areas do not reoccur during the primary curriculum and these opportunities were missed. Audits of each subject were carried out by subject leads. |

ADDITIONAL BARRIERS

External barriers:

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| D | Some children did not engage in home learning during lockdown and have fallen behind the standard they were expected to be achieving |
| E | Some children have had to self-isolate during the Autumn term which has meant they have missed further learning opportunities |
| F | Some parents did not understand the expectations of home learning and taught concepts wrong to children |
| H | Some children do not have access to suitable devices in order to undertake home learning |

Planned expenditure for current academic year

| Targets (linked to above) | | Success criteria/Impact | Strategies for achieving objectives | Timescales | RAG | Person Responsible | Resource/Budget |
|---------------------------|--|--|---|------------|-----|--------------------|---|
| A | Children will reach the expected standard for phonics in KS1 | <p>95% of children in Y2 will meet the expected standard in the phonic screening check in the Autumn term</p> <p>90% of Y1 children will meet the expected standard in the phonic screening check in June 2021</p> | <p>a) Small group support additional from class-based intervention.</p> <p>b) Additional Lexia licences purchased to support Y1 and Y2 children</p> <p>c) PE lessons delivered by an external provider to provide time for the teacher (and TA) to complete interventions with small groups.</p> | June 2021 | | ND | <p>1.5 days of support time for KS1/per week £4350.24</p> |
| B | KS1 children will reach their predicted standard in reading, writing and maths (based on pre lockdown predictions) | <p>End of KS assessments:</p> <p>Reading 80%</p> <p>Writing 75%</p> <p>Maths 75%</p> | <p>d) Small group support additional from class-based intervention.</p> <p>e) Additional Lexia licences purchased to support Y1 and Y2 children</p> <p>f) Chomebooks purchased to ensure full use of Lexia</p> <p>g) PE lessons delivered by an external provider to provide time for the teacher (and TA) to complete interventions with small groups.</p> | June 2021 | | ND | <p>1 day of support time for KS1/per week £2900.16</p> <p>Lexia Licences £670.54</p> <p>Chrome books 6x£200 = £1200</p> <p>PE release time £5155.32</p> <p>Doodle Maths</p> |

| Targets (linked to above) | | Success criteria/Impact | Strategies for achieving objectives | Timescales | RAG | Person Responsible | Resource/Budget |
|---------------------------|--|---|---|-------------|-----|--|--|
| | | | | | | | £720 (max spending) |
| C | Children in Y6 will meet their predicted standards | End of KS assessments: Reading 85% Writing 85% Maths 85% | Small group support additional from class-based intervention. Chomebooks purchased to ensure full use of Lexia PE lessons delivered by an external provider to provide time for the teacher (and TA) to complete interventions with small groups. | June 2021 | | ND | Additional TA support £2900.16 PE release time £2577.66 |
| D | Children in Y3–Y5 will meet the predicted standard in reading, writing and maths (based on pre lockdown predictions) | End of Year assessments: Reading 85% Writing 85% Maths 85% | Small group support additional from class-based intervention. Chomebooks purchased to ensure full use of Lexia PE lessons delivered by an external provider to provide time for the teacher (and TA) to complete interventions with small groups. | Summer 2021 | | Y3, 4 and 5 teachers MR ND | Additional TA support PE release time £7732.98 Doodle Maths (Y3 and 4) £720 (max spending) |

| Targets (linked to above) | | Success criteria/Impact | Strategies for achieving objectives | Timescales | RAG | Person Responsible | Resource/Budget |
|---------------------------|---|---|--|--|-----|---|--|
| E | The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school. | Children will have opportunities to focus on wellbeing and emotional support | <ul style="list-style-type: none"> a) Allocation of additional ELSA time. b) Class teachers to develop opportunities within class to focus on emotional support. | Summer 2021 | | HS, RC SP, BR | Additional ELSA support time £1450.08 |
| F | Coverage of the foundation subjects will be evaluated, and any missed areas will be shared with teachers to cover in future year groups | Revised Foundation subject plans will be updated and shared across the school | <ul style="list-style-type: none"> a) Staff meeting time allocated for teachers to update plans and deliver updates to the rest of the staff. | Summer 2021 Over the next 3 years | | Foundation subject leads All staff | No direct cost to the school |