

## COVID-19 Catch-up Premium Report

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

| SUMMARY INFORMATION            |                          |  |                 |
|--------------------------------|--------------------------|--|-----------------|
| Total number of pupils:        | 81                       | Amount of catch-up premium received per pupil: | Minimum funding |
| Total catch-up premium budget: | £2,000 (minimum funding) |  |                 |

### STRATEGY STATEMENT

- Phonics booster sessions to ensure that as many children as possible pass the phonics screener (year 2) within school
- One to one reading sessions to catch up on reading (year 3/4) during school
- After school booster sessions for maths and reading comprehension (year 3/4)
- After-school booster sessions for grammar, composition and maths (year 5/6)
- Purchase of TT Rockstars, Master the Curriculum
- Chrome books for ongoing use in school with vulnerable pupils and EHCP

## 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
- 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 | In 2019, low levels of attainment for FSM pupils                          |
| B | New children to the school coming in with English as a secondary language |
| C | High levels of mobility in school due to re-location                      |

### ADDITIONAL BARRIERS

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

|   |   |
|---|---|
| D | Four children with poor attendance/late arrivals  |
| E | Some pupils requiring additional nurture due to unsettled home environments post-pandemic |
| F | Social services involvement with families   |

## 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>Initial assessments in September to identify gaps in learning.</p> <p>For Y5/6 pupils, use 2017 SATs papers.</p> <p>For Y3 pupils, use 2017 KS1 SATs.</p> <p>For other children, use NFER papers and then Rising Stars as an additional learning resource.</p> | <p>Teachers will understand where the gaps are</p> | <ul style="list-style-type: none"> <li>• Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</li> <li>• Subject-specific assessments used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support</li> </ul> | <p>We will have an assessment week.</p> <p>Data will be collated.</p> <p>We will re-assess in December.</p> | S Green    | December                   |
| <p>Teaching to cover any gaps in learning.</p> <p>Thorough marking of work and next steps identified.</p>   | <p>Children will be able to catch up quickly</p>   | <ul style="list-style-type: none"> <li>• Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</li> </ul>   | Monitor books   | S Green    | Throughout Autumn Term     |
| Total budgeted cost:  |  |  |   |            | £100                       |

| 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>Booster sessions after school in Year 5/6 class.</p> <p>Majority of sessions delivered by teachers.</p> <p>Some sessions (phonics included) delivered by TAs who are highly trained and very effective in class.</p> <p>Some one to one sessions with TAs.</p> | <p>Children will catch up with their class members quickly, without falling behind.</p> <p>In year 2, children will pass the phonics screener.</p> <p>Children will not have gaps in their learning.</p> | <ul style="list-style-type: none"> <li>• There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy</li> <li>• Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective</li> </ul> | <p>Monitoring lessons by informal observations.</p> <p>Results in phonics screener and in assessments in December</p> | <p>S Green<br/>K Corfield</p> | <p>December 2022 following assessments.</p> |
| Total budgeted cost:  |  |   |   |                               | £1800                                       |
| 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?                  |
| Quality first teaching in all classes.  | All children achieve to their full potential.  | All pupils have access to high quality and inclusive teaching.  | Formal and informal observations.   | S Green                       | December 2022                               |
| Continue to offer a broad and balanced curriculum   | Children have access to a broad and balanced curriculum  | A broad and balanced curriculum opens doors to future success.  | Monitoring of planning, books and teaching.   | S Green                       | December 2022                               |

|   |  |  |  |                      |      |
|---|--|--|--|----------------------|------|
| Access to CPD through Trust Subject Leader network meetings | Children have access to a well-planned curriculum that builds on previous learning | A broad and balanced curriculum opens doors to future success. | Meeting minutes, subject leader folders. | S Green              | 2022 |
|   |  |  |  | Total budgeted cost: | £100 |

#### ADDITIONAL INFORMATION

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

- We have worked with children following parent-teacher consultations where issues have been raised.
- Following previous lockdowns, we have a successful remote learning platform to include live lessons, which are recorded for those families whose internet connections doesn't allow them to access the live lessons. Children are also able to access assignment to work independently following live input which is tailored to children's needs. This is an immediate switch over and is ready to go if needed.
- Following on from historic lockdowns, we continue to assess children to analyse gaps in learning.