

# COVID catch-up premium report

## SUMMARY INFORMATION

Total number of pupils:	270 (R to Y2)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£22,000		

## STRATEGY STATEMENT

School's catch-up priorities:

- To close any gaps in learning (including children who previously did not have gaps)
- To ensure all children make at least expected progress by the end of the academic year (summer 21)
- To ensure the majority of pupils are on track to achieve ARE by summer 21

Core approaches you're implementing and how these will contribute to helping pupils catch up missed learning

- Spotlight sessions delivered by TAs
- Homogenised grouping for RWI across year group bubbles
- Additional identification of pupils at 'risk' of falling behind; identified and discussed at PPMs
- Remote learning a continuation of learning that would have taken place in school

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some poor Speech, Language and Communication including processing
B	Phonics knowledge and application in both Literacy and across the wider curriculum

C	Learning behaviors and attitude to learning
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### ADDITIONAL BARRIERS

External barriers:

D	Pupils completing remote learning during periods of isolation
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## Planned expenditure for current academic year

### Targeted support 1: SALT 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>To employ the support of a private SALT to support targeted children</p> <p>Autumn = 2 full days + 5 x ½ days</p> <p>Summer repeat = 2 full days + 5 x ½ days</p> <p>(Possible Autumn 21 repeat = 2 full days + 5 x ½ days)</p>	<ol style="list-style-type: none"> <li>1. Targeted 1:1 SALT support immediately</li> <li>2. Specific speech need identified and strategies in place</li> <li>3. Spotlight sessions delivered to support</li> <li>4. Engagement with parents to support with activities at home</li> <li>5. Re-assessment of support and plan revised if appropriate</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils identified as having poor speech sounds either by school or home</li> <li>2. Unrealistic wait times by the NHS SALT teams to support pupils in school</li> <li>3. NHS SALT being delivered via on line sessions and our recognition of face to face</li> <li>4. SALT needs impacting on development of reading and writing, and other areas of the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. INCo liaising with private SALT to ensure dates for assessment and follow up sessions are made and implemented</li> <li>2. INCo liaising with parents with outcomes from assessment and support in the home</li> <li>3. INCo liaising with teachers and TAs to ensure spotlight sessions are delivered within school time</li> </ol>	<p>(INCo)</p> <p>(Private SALT)</p>	<p>February half term ~ plan to review and continue as appropriate. Possible change of children</p>
				Total budgeted cost:	£3150 (£1575)

## Targeted support 2: SMALLER GROUP LEARNING

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?
Part time teacher to remain in school an additional hour per week to enable RWI to take place each week and to support spotlight sessions to be delivered	<ol style="list-style-type: none"> <li>To ensure EYFS pupils receive high quality Read Write Inc sessions daily Progress evident in phonics knowledge</li> <li>Progress evident in reading levels</li> <li>Progress evident in writing levels</li> <li>Reach target for GLD</li> </ol>	<ol style="list-style-type: none"> <li>Initial assessment shows lower attainment on entry</li> <li>Pupils will have missed out on summer term of learning in an EYFS setting (including our own)</li> <li>Staffing levels hinder daily delivery without additional support</li> </ol>	<ol style="list-style-type: none"> <li>EYFS leader monitoring</li> <li>Progress results of pupils</li> <li>Attainment results of pupils</li> <li>Progress reviews through termly PPMs</li> <li>Blink observations (when able)</li> </ol>	SLT	At PPM at the end of each term
Full time TA to support with 'floating' across the EYFS classes to allow class TAs to deliver Spotlight sessions uninterrupted	<ol style="list-style-type: none"> <li>To ensure EYFS pupils receive high quality Spotlight sessions as appropriate</li> <li>Progress evident in pupils learning and data drops</li> </ol>	<ol style="list-style-type: none"> <li>Initial assessment shows lower attainment on entry</li> <li>Pupils will have missed out on summer term of learning in an EYFS setting (including our own)</li> <li>Staffing levels hinder daily delivery without additional support</li> </ol>	<ol style="list-style-type: none"> <li>EYFS leader monitoring</li> <li>Progress results of pupils</li> <li>Attainment results of pupils</li> <li>Progress reviews through termly PPMs</li> <li>Blink observations</li> </ol>	SLT	At PPM at the end of each term
				Total budgeted cost:	£200 (Aut 20) £9000 (21/22) £75 (Spr 21) £250 (Sum 21)

### Targeted support 3: MATHS

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?
To subscribe to Mathletics as additional support for maths both for home learning and remote learning	1. Pupils develop fluency in their maths in a fun and engaging way	<ol style="list-style-type: none"> <li>1. Have previously used in the past with good outcomes</li> <li>2. Want a home learning and remote learning link</li> <li>3. Consistency across the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring by maths leader</li> <li>2. Feedback from parents and use as home learning and remote learning</li> </ol>	Maths Leader	End of the subscription with the consideration of purchasing for a second year
To purchase additional resources to support Maths learning	1. Pupils develop breadth within their maths learning	1. Support for teachers in class, visual support and planning support	1. Monitoring by maths leader	Maths Leader	End of the subscription with the consideration of purchasing for a second year
Total budgeted cost:					£1,312.20 £50.00 (£1,400)

### Targeted support 4: PSED

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?
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To support and monitor the Mental Health and Well-being of pupils	<ol style="list-style-type: none"> <li>1. Assessment accurate</li> <li>2. Followed up with appropriate interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of assessment of pupil mental health and well being</li> <li>2. School already subscribe to Jigsaw and use resources so continuity for the pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. INCo monitoring</li> </ol>	INCO	End of each term
Total budgeted cost:					£100

#### Targeted support 5: LITERACY

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?
To revise and refresh Read Write Inc with training	<ol style="list-style-type: none"> <li>1. Revision of teaching strategies</li> <li>2. Refresh of objectives and pace</li> <li>3. How to improve assessment frequency and opportunities</li> <li>4. How to best support the variety of gaps in learning</li> <li>5. Followed up appropriate interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. The main driver for phonics, reading and writing across the school</li> <li>2. Many 'new' members of staff have been 'home trained' by existing staff</li> <li>3. Last training was implemented in 2016 and the need for revision was identified</li> <li>4. Building block for accessing the wider curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. English Lead Monitoring</li> <li>2. SLT Blink lesson observation</li> <li>3. Progress of pupils monitored via regular data drops</li> </ol>	English Lead	Every 6-8 Weeks

To refresh reading books to support RWI package in school	1. Support RWI phonic reading development	1. Book audit linked to RWI 2. Reading is a key driver within the school 3. Improved access to all levels of reading books	1. English Lead Monitoring 2. Progress of pupils monitored via regular data drops	English Lead	Every 6-8 Weeks
Total budgeted cost:					£1,100 £250

PLANNED EXPENDITURE TOTAL		
Support	Dates	Cost
SALT	Oct to Feb 21 April to July 21 <a href="#">September to December 21</a>	£3150 <a href="#">(£1575)</a>
Additional teaching	Oct to July 21 (excluding Spring term 1)	£200 (Aut 20) £9000 (21/22) £75 (Spr 21) <a href="#">£250 (Sum 21)</a>
Maths	Annual Subscription x 1 <a href="#">Possible subscription 21/22</a>	£1,312.20 £50.00 <a href="#">(£1,400)</a>
PSED	One off purchase	£100
Literacy	One off purchase	£1,100 £250
	Approximate budgeted to date	<b>£15,237.20</b> <a href="#">(£3,225)</a>