

COVID catch-up premium report

SUMMARY INFORMATION

Total number of pupils:	204	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget received:	£16320	October £4080, March £5605 & June £6600,	

STRATEGY STATEMENT

- Our priority and aim for the catch up premium is to ensure identified children have the necessary provision put in place to ensure they are working within their relevant year group and become secure in their relevant year group standards by the end of the academic year. The impact of this will be return to national average or above for attainment at end of key stage.
- The core approaches of this strategy are to utilise existing staff who are currently part time, increasing their hours to provide further support for learners in core subjects and additionally to employ an extra teaching assistant to provide support in year 1, bolstering support for children who missed a large proportion of EYFS learning and development.
- The overall aims of your catch-up premium strategy, for example:
 - To reduce the attainment gap between disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:	
A	<i>Pupils with identified gaps in learning, therefore impacting on current attainment in Reading.</i>
B	<i>Pupils with identified gaps in learning, therefore impacting on current attainment in Writing.</i>
C	<i>Pupils with identified gaps in learning, therefore impacting on current attainment in Maths.</i>
D	<i>Consistent QFT across school due to reduced opportunities for whole school CPD since March 2020- particularly for newly qualified teachers and recently qualified teachers.</i>

ADDITIONAL BARRIERS	
External barriers:	
E	<i>Pupils' wellbeing as a barrier to learning (especially those children identified as vulnerable).</i>
F	<i>Pupils' access to devices and suitable equipment for live and remote learning.</i>
G	<i>Parental engagement with live and remote learning</i>

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 is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?

<p>To co-teach and or split class teach in identified year groups to allow for effective development through feedback and assist and support recently qualified teachers with CPD.</p> <p>Initial support given in years 3, 4 and 5 (five lessons a week equating to 15 hours of teaching time).</p>	<p>Accelerated progress in identified year groups.</p>	<p>Rationale is based on evidence from strategies in the Education Endowment Fund's Teaching and Learning Tool Kit. Additionally, in supporting with CPD, we can ensure QFT for all children now and in the future.</p>	<p>Monitoring and assessment points scheduled twice every half term to assess progress and make necessary changes to provision, groups receiving support or sizes of groups.</p>	<p>Head Teacher</p>	<p>1st Review January 2021</p>
Total budgeted cost:					£12866
Targeted support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Additional adult in year 1 (morning) to develop language acquisition, effective feedback (in line with EFF Early Years intervention strategy) and oral language interventions.</p>	<p>Accelerated progress in identified children with significant gaps in learning (especially language acquisition).</p>	<p>Rationale is based on evidence from strategies in the Education Endowment Fund's Teaching and Learning Tool Kit.</p>	<p>Monitoring and assessment points of progress and attainment.</p> <p>Observations to ensure effective oral language interventions.</p>	<p>KS1 teaching and learning lead.</p>	<p>1st Review January 2021</p>

Targeted interventions and one to one tutoring for identified children utilising skilled teaching assistants (three afternoons a week).	Accelerated progress in identified children with significant gaps in learning.	Rationale is based on evidence from strategies in the Education Endowment Fund's Teaching and Learning Tool Kit.	Monitoring and assessment points of progress and attainment and assessment to ensure gaps in learning are covered.		
				Total budgeted cost:	£6337
Other approaches					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
				Total budgeted cost:	n/a

ADDITIONAL INFORMATION

All actions undertaken are based on evidence-based approaches from the EEF Teacher toolkit. The actions we are implementing will stand until the January 2021, at which point, we may decide to implement further actions or make amendments to the actions stated. We aim to be flexible in order to create maximum

Specific staffing actions relating to this relating to this plan due to begin 3.11.20

Teaching assistants placed in the classes below:

Class	Teaching Assistants	Notes
Nursery	<ul style="list-style-type: none"> Joanne Abbott Diana Zahorska 	<ul style="list-style-type: none"> Ms. Begum employed by high needs funding to support 1:1 child following a CDC assessment. CDC assessment completed and diagnosis given. BR completing EHCP referral.

Reception	<ul style="list-style-type: none"> • Dawn Valentine • Julie Rendell 	<ul style="list-style-type: none"> • Miss Smith working with Reception and Mrs Ellingham with Year 1 • Dawn Valentine covering PPA in Nursery on a Monday 1-2 and a Friday 1-2.
Year 1	<ul style="list-style-type: none"> • Debbie Hill • 	<ul style="list-style-type: none"> • Work with groups (AM) focusing on spellings and formation of a sentence. Class split into 3 groups. • Two qualified teachers supporting Year 1 learning - Mrs Robinson teaching Maths to each group and Mrs Ellingham teaching literacy.
Year 2	<ul style="list-style-type: none"> • Sharon Harrison • Sade Hogg (Wednesday PM only) 	<ul style="list-style-type: none"> • Sharon Harrison to cover PPA for Karen Hackett Thursday 11:00- 12:00. • Sharon Harrison to Cover Brass on Wednesday PPA- Sade Hogg to cover interventions in Y2 Wednesday PM. • To maintain bubbles, SRH is working in KS1 and not supporting nursery or brass.
Year 3	<ul style="list-style-type: none"> • Anne Marie Hargreaves 	<ul style="list-style-type: none"> • Supporting 2 pupils in Year 4, (1 with an existing EHCP and 1 who is EHCP has been approved but not finalized. This will be set up for September but the child still needs support.) • Class split into 3 learning groups based upon attainment and taught by 3 teachers for reading, writing and maths.
Year 4	<ul style="list-style-type: none"> • Sade Hogg (University on Thursdays) 	<ul style="list-style-type: none"> • Class split into 3 learning groups based upon attainment and taught by 3 teachers for reading, writing and maths.
Year 5	<ul style="list-style-type: none"> • Louise Deakin 	<ul style="list-style-type: none"> • Louise Deakin to support Interventions on Monday, Tuesday and Friday PM. • Louise Deakin to Lead Forest School Wednesday PM. • Forest School to recommence in September 2021
Year 6	<ul style="list-style-type: none"> • 	
EHC 1:1 staff	<ul style="list-style-type: none"> • Katie Sorrell • Jo Robinson • Sam Walker • Annmarie 	<p>Reception</p> <p>Year 6</p> <p>Year 1</p> <p>Year 3</p> <p>Sam Walker resigned in May 2021.</p> <p>Katie Sorrell will be leaving this term.</p>

- Beckie Robinson to co- teach Maths in Year 3 (9:40- 10:25)
- Beckie Robinson to co- teach Maths in Year 4 (11:00- 12:00)
- Louise Deakin to Support intervention in year 3 on Mondays PM.
- Louise Deakin to support intervention in year 6 On Tuesday 1:30- 2:15
- Louise Deakin to cover PPA in Year 3 on Tuesday 14:15- 15:15
- Louise Deakin to Lead Forest School (with one additional timetabled adult) on Thursday PM
- Louise Deakin to support interventions in Year 2 on Friday PM
- Sally Munley to co- teach mathematics in Year 5 (11:00- 12:00) then follow up with year 5 mathematics interventions on Thursday PM- In relation to this, Rob Tibbets to have class responsibility for year 6 on Tuesday (in line with guidance of training providers)
- Remote learning – Beckie Robinson to provide mathematics interventions via live lessons for Years 3 & 4
- Remote learning – Claire Burrows to provide interventions for mathematics, reading and writing for Year 5 via live lessons
- Remote learning – Kerry Smith providing daily speed sound lessons for Year 1
- Remote learning – Teaching assistants targeting SEN pupils with interventions for spelling, reading and mathematics.

March 2021

- Year 1 class split into 3 groups completing 3 activities each morning – writing with Mrs Ellingham, maths with Mrs Robinson and spellings/grammar work with Mrs Hill. Adult to child ratio is smaller giving more quality time to each child. No additional costs as Mrs Robinson, as acting Deputy, is working full-time.
- Year 1-6, class TA to provide daily interventions (PM) in relation to the learning from the core subjects that morning. Interventions to be timely and the focus on using manipulatives to explore subjects they are not secure in to deepen understanding.
- Sam Phillips to complete interventions in Year 5 for 3 afternoons a week (1-3pm) which will end in July & 2 days in Year 6 costings of £2876 + £3117
- Class teachers to provide daily maths activities each morning and a catch-up activity after lunch to address gaps in knowledge from the gap analysis data.
- As BR is supporting Year 1 for Maths during the morning, SLT looking at using Catch Up Funding to cover the costs of an additional member of staff to work with Years 3&4.
- Year 3 & 4 classrooms to be streamlined based on their levels of attainment. 2 classrooms split into 3 groups and each group will complete 3 activities on a carousel basis – maths, writing and reading comprehension. Maths and writing taught by Mrs Meadows and Mrs Mold for 3 week periods then change. Reading will be taught by Ms. Zara Gowan (Simply Ed.) at a cost of £6148 for the next 11 ½ weeks. Focus will be to target gaps in knowledge and promote good progress. Changed to Mrs Phillips.
- Homework sent out weekly to support the classroom learning.

July 2021

- Year 1 continued to work in split groups during Term 5 with Mrs Ellingham, Mrs Robinson and Mrs Hill/Miss Jennings. During Term 6, the class have worked towards whole class teaching in preparation for moving up to Year 2. Group sessions provided precision teaching to identify gaps in knowledge and as such, good progress has been made. In Maths, 50% are now on track with 20% borderline; in Reading 53% on track with 17% borderline and in Writing 50% on track with 23% borderline. The focus in September will be to support the borderline pupils so that they make accelerated progress and reach expected standards at the end of Year 2.
- Year 3 and 4 have received support from BR through team teaching in Maths before lockdown and online sessions during lockdown. During Terms 5 and 6, the two classes have been streamlined into 3 groups working on a carousel of learning activities. Mrs Gowan (Simply Ed.) worked initially to support reading and was then replaced with Mrs Phillips. Mrs Meadows and Mrs Mold taught Maths and Writing to each group. Although the majority of the class have made good or accelerated progress in reading and writing and over ½ in maths, the attainment levels for both classes are low. In September, intervention plans and monitor will need to be in place to ensure accelerated progress occurs.
- Year 5 received extra interventions through targeted group sessions for Maths (SM & SP) and quality first teaching from Mrs Wilson. 44% are on track with 24% borderline. Although attainment levels are lower than desired, the whole class have made good (4%) or accelerated (96%) progress with some children moving up 2 years.

September 2021

- Year's 4, 5 and 6 require additional catch up to reduce the gaps in their knowledge and increase attainment levels.
- HW to review maths with KS2 teachers to share good practice.
- Teaching and Learning Lead/Deputy Head to organize regular monitoring meetings to review pupil progress.
- Timetable of interventions. What funding will be required to support the use of an additional adult for further interventions?
- Class teachers moving up with Years 4 and 5 to support transition to Year 5 and 6.
- TA's to use the precision training undertaken this term to run quality interventions (monitored by SENCo).
- Split maths lessons in Years 5 and 6 with BR to ensure support given to lower attainers.
- Experienced teachers in Year 4 to support NQT in Year 3 and accelerate progress in Year 4.