



COVID catch-up premium spending: summary

SUMMARY INFORMATION					
Total number of pupils:	370	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£32,200 (Oct 2020 payment: £7,800)

STRATEGY STATEMENT

The school already employs three (part time) qualified and experienced teachers and are able to work additional hours. One of those teachers already works as a 3rd group, morning teacher in Year 6 so that the two Y6 classes can be grouped into reduced class sizes for reading, writing and maths, from September to May each year. This approach, using the same member of staff is then used for Year 5 in June and July. That additional teacher also runs interventions with Year 6 intervention groups from September to May. One of the other teachers is a speech & language specialist and already runs communication, phonics and RWM interventions in EYFS and KS1.

Therefore, the funded focus for our catch up program in 2020/21 is 1:1, paired and small group intervention work on Year 3 phonics and RWM in Years 3 to 5. The children chosen will be carefully identified based on data analysis and ongoing monitoring and the groups of children receiving intervention will be constantly reviewed based on the impact on progress. The school aims to raise the attainment of all pupils to close the gap created by COVID-19 school closures with a focus on reducing the attainment gap between your disadvantaged pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	The majority of children missed school from mid-March 2020 due to lockdown/school closure. In June the DfE asked school to receive Reception and Years 1 & 6. Only half of families sent their children back. The school asked Years 2 & 5 to come back into school as soon as possible. Again, only half returned. We were only able to have year 3 & 4 back for the final week of the Summer term, and again only half of parents/carers felt it was safe to send children back.
B	High (40%) level of PPG with many children not accessing good models of spoken language at home and parents who struggled to support their children with remote learning during the 2019/20 lockdown/school closure.
C	20% (above national average) of children (now in Year 3) who did not pass phonics check in Year 1. These pupils were requiring and receiving a high level of intervention for phonics in Year 2 because lockdown/school closure, which interrupted that provision.

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?
Lexia 5 Core Reading online/digital phonics subscription bought for 3 years	To improve phonics, reading and writing skills for all children in Year 1 and select children in Years 2-6	Year 1 children missed out on phonics provision in Reception in 2019-20 but are still approaching their phonics screening check. Year 2 (now Year 3) pupils who didn't pass phonics screening check in year 1 missed out on the intervention needed to prepare them for retake.	Reviewed collaboratively but teachers, phase leads, English Leads and Senior Leadership. The school already has the required digital devices (iPads and laptops) needed and additional headphones have been purchased. <i>*Parents and children have access at home during Spring 2021 lockdown/closure.</i>	Deputy Head	Termly Standards meetings Weekly online review
				Total budgeted cost:	£0 (£9,500 but taken from PPG)
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?
Intervention teacher with focus on Year 3 phonics x2 afternoons a week	Identified children to make accelerated progress in reading and close the gap created by COVID-19	Year 2 (now Year 3) pupils who didn't pass phonics screening check in year 1 missed out on the intervention needed to prepare them for retake.	Regular collaborative review Experienced, qualified teacher implementing	DHT	<ul style="list-style-type: none"> • Weekly informal review • Half termly data collection & analysis • Termly standards meetings
Intervention teacher with focus on writing in Year 3	Identified children to make accelerated progress in writing and close the gap created by COVID-19	Data analysis of writing attainment of year groups. High % of children in Year 3 who have fallen behind and/or working below ARE as a result of COVID-19	Regular collaborative review Experienced, qualified teacher implementing	DHT	

Intervention teacher with focus on reading, writing and maths in Year 4	Identified children to make accelerated progress in RWM and close the gap created by COVID-19	Data analysis of RWM attainment of Year groups. High % of children in Year 4 who have fallen behind and/or working below ARE as a result of COVID-19	Regular collaborative review Experienced, qualified teacher implementing	DHT	<ul style="list-style-type: none"> • Weekly informal review • Half termly data collection & analysis • Termly standards meetings
Learning Support Assistant to lead 1:1 and paired writing interventions in Year 5 x2 afternoons a week	Reduced attainment gap between your disadvantaged boys in Year 5 and their peers	High % of PPG boys in Year 5 identified as working below ARE in writing and having not engaged enough in home learning.	Experienced LSA closely supported and monitored by Deputy	DHT	
				Total budgeted cost:	£31,200 £400 per week for 78 weeks (2 academic years)
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?
TBD	TBD	TBD	TBD	TBD	TBD
				Total budgeted cost:	£1,000

ADDITIONAL INFORMATION

Review summaries to be added to this section every 12 weeks

Note: The January lockdown and Spring term closure has meant the intervention teacher strategies described above have had to be paused.

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

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies

