

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	476 (Reception – Year 6)	Amount of catch-up premium received per pupil:	September 2020 - March 2021 £46.67 per pupil April – August 2021 £33.33 per pupil
Total catch-up premium budget:	£38,080		

STRATEGY STATEMENT

- Catch-up priorities
 - To accelerate attainment and progress for all pupils
 - To ensure all pupils make at least expected progress in line with their pre-covid trajectory
 - To ensure all pupils are taught all content which may have been during lockdown
- Core approaches being taken
 - Pre-teaching
 - Precision teaching
 - Repetition of previous skills and knowledge from previous academic years
 - Independent study habits being promoted
 - 1:1 and small group tuition
- The overall aims of our catch-up premium strategy is to:
 - To reduce the attainment gap between your 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	Percentage of pupils achieving expected standard in reading, writing and maths for a three year period from 2017-2019 at the end of KS2 is 56% against the national average of 64%
B	Phonics data in 2018/2019 was 68%, against a local authority average of 79% and a national average of 82%
C	Whilst attainment in KS1 results was nearly in line with national averages (+/- 1%), greater depth in all subject was below both local authority and national averages

ADDITIONAL BARRIERS

External barriers:

D	Attendance. We know that children need to be in school in order to learn and reach their potential. Current attendance data for 2020 (as of November 2020) is 94.27%
E	For some children, aspirations, self-belief and confidence can be barriers to their learning. There is a need for them to believe that they can achieve and have high expectations of themselves. For some children this stems from low parental engagement and support, or a lack of understanding of how to enable their children to flourish academically. For some of our pupils there is a lack of regular reading, writing and maths opportunities out of school.
F	113 pupils have had to self-isolate to date (November 2020). For this, they have had to rely on remote learning 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	Cost
Access to high-quality phonics lessons and CPD to support early literacy	In line with National averages for phonics screening check Improved literacy outcomes in end of EYFS and end of KS1 data	Currently working with the Wensum Trust to support with the national early literacy programme. This has had sustained improvements so far in progress in reading and writing in KS1 (evidenced through half-termly assessments). This platform will enable us to offer comparable high-quality lessons both in school and at home and offer all staff access to high-quality ongoing CPD	<ul style="list-style-type: none"> - Phase leaders in EYFS and KS to monitor data - Time allocated by Reading Leader for staff to view CPD - Time given in March 2021 INSET for training KS1 support staff 	English Team and Loren Carpenter	£2000
Invest in resources to support the planning, implementation and delivery of whole-class guided reading in KS2	Children meeting year group attainment predictions in reading data.	We know that a consistently delivered whole-school reading programme will help to maintain consistent quality of teaching in reading. This will impact on pupil's comprehension and skills.	<ul style="list-style-type: none"> - Termly formative data - Pupil progress meetings - Whole-school staff training - Reading leader time to monitor and implement programme 	English Team and Matthew Cross	£1,500
Total budgeted cost:					£3,500

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	Cost
	Accelerated progress for pupils where we have identified lower than expected progress or attainment	EEF Study cites a +4-month impact on pupils who are regularly taking part in small-group tuition.	<ul style="list-style-type: none"> - Pupil progress meeting (with a focus on catch-up) - Book looks for years 4 and 6 	Matthew Cross	£23731 per annum (4 days a week)
Small group and 1:1 interventions support – Year 5 focus	Accelerated progress for pupils where we have identified lower than expected progress or attainment	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	<ul style="list-style-type: none"> - Pupil progress meeting (with a focus on catch-up) - Book looks for years 5 - Entry and exit analysis of all pupils participating in 1:1 tuition. 	Matthew Cross	£8,400 per annum (1 day a week) 1 – year contract
Total budgeted cost:					£32131
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	Cost

Purchase visualisers to support with remote teaching	<p>Support for clear modeling in class</p> <p>Support to ensure staff can deliver high quality lessons remotely when necessary</p>	<ul style="list-style-type: none"> - Supports peer and self-assessment. - Frees up teachers' time, improving productivity. - Promotes inclusion in the classroom. - Share best practice and resources across the school. 	<ul style="list-style-type: none"> - ICT team to support with staff training on effective use in classrooms - Teaching observations will pick up on the use of visualisers to support learning in class. 		£80 x 10
Online access to all KS2 reading texts	<p>Increased access to banded reading texts in school and at home</p> <p>Increase in reading frequency at home in KS2</p>	<ul style="list-style-type: none"> - Gives greater access to texts at home - Supports children's reading at home 	<ul style="list-style-type: none"> - Shared with parents through social media - Used in school to support reading interventions (where access to hard copy books can be difficult due to stock rotation) 		<p>£800 per annum</p> <p>(2 year subscription - £1,600)</p>
Total budgeted cost:					£2,400