



## COVID-19 catch-up premium report

### SUMMARY INFORMATION

Number of pupils: 380	Amount of catch- up premium received per pupil: Autumn and Spring term:  £53.26 per child	Total catch- up premium budget:  Expected total: £20,240
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### STRATEGY STATEMENT

- ✓ To ensure accelerated progress in Reading , Writing and Maths for all pupils in Key Stage One and Two.
- ✓ To ensure accelerated progress in language development for children in EYFS.
- ✓ To ensure behavior and SEND in reception is not a barrier to learning.
- ✓ 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 learning ( academic)

- A. Gaps in children’s mathematical knowledge.
- B. Children unable to independently edit and improve their writing and finding it hard to sustain concentration in independent writing tasks.
- C. Language and behavioural barriers for EYFS pupils.

#### Barriers to learning ( external)

- A. Poor technology at home which means that children are unable to access the full virtual school curriculum in the event of self-isolation, closure of bubble or national full lockdown.
- B. Lack of Reading resources at home

Planned expenditure for current academic year (Whole school)

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?
Additional Maths interventions in year 4 and year 5 (1 day per week)	The small group tutoring will enable children to make accelerated progress	Our experience tells us that children progress fastest when they work in a small group with an experience teacher; they have time to identify their next steps and to find different strategies to tackle them with enough time to practice them to ensure they become embedded.	Book looks will take place.  Pre-assessment and end of unit assessments were done to show progress and impact	Assistant HT (Maths Lead)  HT Assessment Lead	Pupil progress meetings  Weekly informal checks with subject leaders
Additional Writing interventions in year 4 and year 5 (1 day per week)		A baseline assessment was done across the school in order to identify gaps in learning. The children in Year 4 and 5 become a priority due to an accumulation of circumstances such as: highest number of EAL in the school, great amount of SEND in the class, which led to behaviour for learning concerns and poor engagement during lockdown learning, very low attainment and progress			
Additional Reading interventions in year 4 and year 5 (1 day per week)		AH worked closely with core subject leads to choose the pupils who will benefit the most from the interventions. A timetable was put in place and intervention materials were provided.  Supply teachers were booked to cover release time for subject leaders to carry out the interventions.			
Total cost: £11,900					

Planned expenditure for current academic year (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>Specific language support for children in reception.</p>	<p>Children to make accelerated progress with their language to meet GLD by the end of the year</p>	<p>Some children in reception did not attend nursery due to lockdown, therefore the usual language concerns that we have in Reception, were greatly increased. We identified that they needed extra support to try to tackle that gap. Reception teachers and SENDCO liaised with SALT to identify the ones who would benefit from the intervention the most.</p> <p>They were taken out of class in small groups or 1:1, to work on their communication and language skills. The school staff taking this interventions were given targets by the Speech and Language Therapists and the children were frequently assessed by them, in order to ensure their targets were still relevant. Those targets were amended accordingly.</p>	<p>Coaching observations Observations of children to gain evidence of their achievements</p>	<p>SENDCO</p>	<p>Pupil Progress meeting</p>
<p>Total budget: £9,000</p>					

