



## COVID-19 catch-up premium report

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> </ul>

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	110	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8,800	£5,140 received to date with the remaining balance due to be paid in June 2021.	

## STRATEGY STATEMENT

After informal assessments our priorities are to support our children to make good progress in Reading, Writing and Maths, to raise the attainment of lowest-achieving pupils to close the gap created by COVID-19 school closures. We have based our strategy on 'Ready to Progress', which we have adapted to fit the needs of our pupils and acknowledge the impact of the national closure of schools 3<sup>rd</sup> January-8<sup>th</sup> March 2021. For English and Maths, we have outlined key skills and understanding that our children will need to secure to enable them to make good progress in the academic year 2020-21 and use this as a platform to attain end-of-year expectations for 2021-22.

In February 2021 we trialed the National Tutoring Programme for one pupil who qualifies the Pupil Premium funding. However, this programme was not fit for purpose and was cancelled; it was felt that the child would get more targeted support from the skilled practitioners who already work in school. All of our COVID Catch-Up funding will buy additional adult hours to run intervention groups and support in the classrooms, provided by Learning Assistants and one teacher.

Intervention groups have been set up in each class, with specific targets set. Progress against these targets will be tracked using our Management Information System, Scholar Pack. Intervention groups focus on handwriting, phonics, reading, sentence structure and number. Some children receive Speech and Language Therapy, which is overseen by a Speech and Language Therapist.

## Identified impact of lockdown

<b>Maths</b>	Children who followed our Remote Learning during Lockdown with good support from an adult are broadly meeting milestones. Those children who did not have adult support and did not attend school are further behind than their peers. COVID catch-up funding is being used for an additional adult (Teacher or Learning Assistant) to support Year 2 Maths on Mondays, Wednesdays and every other Thursday. A teacher works half a day each week to run intervention groups of 4 children in Year 2 with a focus on problem solving, developing calculation strategies and recall of number facts, for example times tables.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and fluency/stamina in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read regularly at home and those children who don't is now wider. Our phonics interventions support progress in reading (decoding).

## Barriers to learning

We used the following data sources to help identify barriers to attainment in our school: internal assessment; attendance records; guidance from experts

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Phonics; Yr R; Phase 3 focus. KS1; Phase 3 and 5 focus
B	Fluency and reasoning about number in Yr 2
C	Sentence structure; using capital letters and full stops; handwriting

### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment)

D	Loan of devices to enable remote learning
E	Targeted support for home learning; talking through how to approach specific work with a focus e.g flashcards/common exception words
F	Shared 'Ready to Progress' with all of our families

## 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 is implemented well?	Staff lead	When will you review this?
Continue Quality Wave 1 teaching of Phonics, daily, for each class	EYFS: secure Phase 3 phonics by end of year KS1; secure Phase 5 by end of year	Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to: <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	Assessment Lesson observation	English Leader	Termly
KS1; Continue ERIC (Everyone Reading In Class)	Teaching of decoding skills, as well as comprehension, inference, deduction and building vocabulary	Use of ERIC in school had positive impact on reading results in our school 2019	Assessment Lesson observation	English Leader	Termly
Maths; number		'Ready to progress' planning, based on evidence	Assessment Lesson observation	Maths Leader	Termly
Transition support	Summer Term 2021; increased focus on transition for ALL year groups in school.	PSHE lessons Summer 2 to talk about change/transition. Opportunity to spend time with new Class Teacher eg story time. Transition visits planned for new Yr R intake and Yr2 moving to Yr 3, when restrictions allow.	Professional dialogue. Feedback from children	Headteacher	End of Summer Term and September 2021
Total budgeted cost:					£0

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 groups in each class	Specific targets set for each group	Skilled staff are tuned in to needs of children	Monitoring; informal assessment and feedback sheets	Headteacher	Termly
Total budgeted cost:					£8,800