

# COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	420+52 Nursery	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	33,600 (based on £80 per head)		

## STRATEGY STATEMENT

In the school years 2019-2020 and 2020-2021, pupils have undergone significant disruption to their education due to national lockdowns. Some pupils have been well supported at home and other parents and pupils have struggled to engage. As a result, many pupils have a lower attainment in reading, writing and maths than they otherwise would have. It is our goal to use a combination of quality-first teaching in class and catch-up programs to narrow that gap between where those pupils are and where they should be and to close it where possible.

Our catch-up priorities are to develop the reading, writing and maths of these children. In order to achieve this, the school has developed separate catch-up programs to address all three of these areas in addition to adapting teaching in class and in other small groups. The three principal catch-up programs are:

- White Rose Maths. This is an hour a week for 12 children per year group from years 3-6. They work in groups of 3 with an online tutor who helps them work through areas they need to develop.
- Fisher Family Trust Lightning Squad. This is daily 20 minute reading catch up program for 10 children per year group from years 1-4.
- Extra writing tuition. This is program of 1:1 support after school to help develop the writing of individual children in each year group across the school.

## BARRIERS TO FUTURE ATTAINMENT

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

A	Missing knowledge and skills in reading caused by lockdowns.
B	Missing knowledge and skills in writing caused by lockdowns.
C	Missing knowledge and skills in maths caused by lockdowns.

## ADDITIONAL BARRIERS

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

D	For some children, home environments in which there is little exposure to English in written or spoken forms.
E	For some children, home environments in which there are few broader cultural and enrichment activities, impacting on their general knowledge and life experiences.
F	For some children, home environments which do not value education or see it as an important part of their child's development.

## 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's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Change the maths curriculum to fill in and recap on knowledge lost during the lockdown of 2019-2020. We will follow the White Rose Maths recovery curriculum in the year 2020-2021.	Gaps in children's knowledge will be filled. This will be reflected in the work they produce and in their assessment scores taken on a termly basis.	<p>'What happens in the classroom makes the biggest difference.' EEF attainment gap report 2018</p> <p>We also know from our own experience that quality-first teaching in class has a huge impact</p> <p>This is also reflected in research and meta-analyses of this, as collective teacher efficacy is the factor having the biggest impact on pupil attainment (Hattie 2018)</p>	We will introduce these changes at the start of the year and have conducted a rolling review since its implementation, taking feedback from staff on how it is going and potential changes that need to be made.	AG	Termly and the end of the year.

Change the English curriculum to fill in and recap on knowledge lost during the lockdown of 2019-2020. We will follow our normal curriculum, but supplement this with filling gaps using internal data.	Gaps in children's knowledge will be filled. This will be reflected in the work they produce and in their assessments, done on a termly basis.	'What happens in the classroom makes the biggest difference.' EEF attainment gap report 2018  We also know from our own experience that quality-first teaching in class has a huge impact  This is also reflected in research and meta-analyses of this, as collective teacher efficacy is the factor having the biggest impact on pupil attainment (Hattie 2018)	We will introduce these changes at the start of the year and have conducted a rolling review since its implementation, taking feedback from staff on how it is going and potential changes that need to be made.	LH	Termly and the end of the year.
Total budgeted cost:					
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?
White Rose Maths intervention	Narrow the gap between pupils who have fallen behind and their peers at ARE  Classwork and assessments will be closer to ARE	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF attainment gap report 2018  WRM is used throughout the school and this will 'plug in' to our approach and what is being taught well. They use an evidence-based approach and the variety in fluency, problem solving and reasoning helps pupils to have a deeper understanding of mathematical concepts.	JB will monitor their learning in the first week to ensure they are accessing this and then liaise with the contact at WRM to ensure that this is working.	JB	Bi-weekly and on an ongoing basis.

FFT lightning squad	<p>Narrow the gap between pupils who have fallen behind and their peers at ARE</p> <p>Classwork and assessments will be closer to ARE</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF attainment gap report 2018</p> <p>FFT use an evidence based approach to structuring their program and have a strong monitoring system which allows pupil progress to be tracked.</p>	<p>JB and LH will monitor pupil progress. Training for TAs taking over will be done. They can observe the FFT teacher deliver the training to a group too.</p>	JB/LH	<p>Weekly data, half way point, switch over point.</p>
Writing intervention	<p>Narrow the gap between pupils who have fallen behind and their peers at ARE</p> <p>Writing in class will have improved.</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF attainment gap report 2018.</p> <p>This 1:1 intervention will give the time and space to move pupils on that a teacher working with 30 does not. Teachers will feedback to the staff member working with pupil what they would like to them to work on.</p>	<p>LH will monitor this and class teachers will take feedback from those running the interventions.</p>	LH	<p>Half-termly</p>
Total budgeted cost:					