



# COVID catch-up premium report

## COVID catch-up premium spending: summary

Total number of pupils:	525
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£40,960

### STRATEGY STATEMENT

Baseline assessments at the beginning of the Autumn term showed that there were gaps in phonics, reading, place value and number. Strategies including extra phonics sessions and a focus on number in all areas of maths were put in place. As part of the catch up program we identified that pupils needed to consolidate basic number skills that they had forgotten. Following the success of using Accelerated Reader we identified that we could implement Accelerated Maths quickly. We identified we needed to raise the attainment in reading for pupils with SEN and chose NESSY as a recommended program for supporting pupils specifically with dyslexia but also those who struggled with reading. We identified we needed laptops to access this and other online interventions. We would also be able to use these in the event of a partial closure. We have chosen the National Tutoring Program to provide interventions to the pupils. This will ensure that these interventions always run and are not affected by covering absent staff due to self-isolating.

10% of the premium received has been held back by the trust to cover any unforeseen expenditure.

## Barriers to learning

Tracking of engagement in work during the school closure identified that SEN pupils and Pupil Premium pupils had less engagement with the work.

Communications with parents showed parents struggled with home learning where they had to share devices or only had a phone to see the work.

Baseline assessments showed gaps in reading created where pupils did not have access to quality reading books during the closure.

Conversations and emails with parents showed that some parents did not feel confident in the way things are taught in school.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of speech and language on entry to school
B	Low levels in PSED on entry to school
C	Low levels in reading comprehension

  

ADDITIONAL BARRIERS	
External barriers:	
D	Lack of technology at home for pupils to access home learning effectively
E	Parental worries over Covid
F	Multiple children at home learning different things and all needing support

## 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?
Purchase of webcams	To allow all pupils to join in with assemblies	<ul style="list-style-type: none"> <li>Assemblies led by SLT model interactions with pupils and promote good behavior</li> </ul>	Tracking of behavior and attitudes	NB	Ongoing
Purchase of Accelerated Maths	To improve pupils number and calculation skills	Proven intervention Accelerated Reader has been embedded well	Accelerated Maths team established to monitor each year group	NB/SC	Half termly
Supply teacher to cover staff absence	All children will receive high quality teaching from a teacher with QTS	Children improve best from quality first teaching	Support supply teacher when covering	NB	Ongoing
Total budgeted cost:					£13075
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?
National Tutoring Program- Ranstad	To close the gap in literacy and maths	National tutoring scheme backed by EEF	Children chosen based on NTS tests and practice SATs Monitored by APs	AS/EM	After 15 hours of tutoring

National Tutoring Program – FFT Lightning Squad	To close the gap in reading	National tutoring scheme backed by EEF	Children chosen based on NTS tests and practice SATs Monitored by APs	AS/EM	After 15 hours of tutoring
NESSY	To close the gap in reading	Pupils with SEN have fallen behind in reading Proven intervention for pupils with dyslexia	Identified TAs to lead on NESSY in each year group	NB	Ongoing review of attainment in program
SHINE interventions	TO plan and deliver effective interventions based on pupil attainment in tests	Proven to close gaps with targeted interventions	Analysis of test will identify the intervention needed	AS/EM	Termly tests will show improvements
Revision guides	To support with immediate interventions	Interventions at the time of the misconception are proven to have the most impact	Revision catch up guides to be used as and when children show misconceptions	AS/EM	Ongoing
Purchase of reading books to replace those lost in Lockdown	All pupils will have access to high quality texts at the right level	Regular reading practice will improve reading	Monitored by literacy lead and APL	EM/KS	Ongoing
<b>Total budgeted cost:</b>					£10082
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>

Purchase laptops	NESSY, accelerated maths and LEXIA will run effectively	Lack of IT equipment to run interventions consistently	Ongoing monitoring by IT department	CH/PL	Ongoing
Purchase AR Early Literacy tests	TO identify phonic need for KS2 children who struggle with reading	Identifying the specific need will make the targeted intervention more effective	Analysis of Accelerated Reader and phonics tracking	NB	Termly tests in reading and on Star Reading
<b>Total budgeted cost:</b>					13707