



COVID catch-up premium plan 2020

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	762	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£61000		

STRATEGY STATEMENT

Overall aims

To reduce the attainment gap between disadvantaged pupils and their peers

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

To ensure all pupils reach their potential from their starting points

For the first half term staff will plan an interim curriculum on the topic “survivors”. This topic will incorporate elements of well being and assessment of gaps. All pupils previously on the RWI programme will be assessed quickly to ensure they are in the correct group following lockdown. Both the maths and English medium plans will be revised to highlight gaps of untaught content and opportunities for catch up. Opportunities for teaching maths and English are incorporated into other areas of the curriculum to ensure content is covered. Following teacher assessments, teachers will identify pupils requiring intervention. An intervention teacher will be working in years 3 - 6 for the first term to enable smaller English and Maths groups and more targeted intervention.

IMPACT OF LOCKDOWN

Maths - specific subject content has been missed, leading to gaps in learning.

Writing - Stamina for writing is poorer following the lockdown. Some specific SPAG content has been missed, leading to gaps in learning.

Reading - Pupils have continued to read during lockdown, however there are gaps in their comprehension knowledge. Pupils in EYFS/KS1 have missed RWI content and are needing to continue with the programme from where they have been currently assessed. This has had a particular impact on year 3 where a large group of pupils are still following the RWI programme.

Other subjects - There are significant gaps in knowledge - whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. They are less likely to make connections between concepts and themes throughout the curriculum. Pupils have also

missed out on the wider curriculum experiences e.g. educational visits, visitors to school, extracurricular clubs

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

Low levels of English on entry to the school.

High numbers of mid-phase admissions throughout the school year. Low levels of English on entry.

ADDITIONAL BARRIERS

External barriers:

Lack of access to online learning

Poor attendance by some pupils

RECOMMENDATIONS

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

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?
Survivor curriculum for all pupils	Children feel and secure being back at school. Whole school study the same topic - bringing the school community back together	Well-being and emotional needs of children that have been at home since March '20 Fill gaps missed in Summer '20	Whole school overview and plan	AHT - Curriculum	Nov 2020
Medium term planning for English adapted to ensure coverage of gaps	Key concepts in English curriculum that have been missed are covered	English curriculum not fully covered in Spring/Summer '20	Whole school overview and plan for Reading, writing and grammar Clear analysis of the gaps CPD sessions used to plan	English Leader RWI Leader	On-going throughout 20/21
Medium term planning for Maths adapted to ensure coverage of gaps	Key concepts in maths curriculum that have been missed are covered	Maths curriculum not fully covered in Spring/Summer '20	Whole school overview and plan Clear analysis of the gaps Prioritise key basic maths concepts	Maths Leader	On-going throughout 20/21
CPD programme focused on effective teaching and learning strategies	Clear whole school approach to teaching and learning Effective teaching and learning strategies based on research	Continue programme of visible learning started in 2019 Use research to support effective teaching and learning strategies	Visible learning programme implemented Whole school CPD Impact coach CPD	AHT-Curriculum Impact Coaches	Termly

Assess all pupils in reading, writing and maths	Understand gaps in each pupil's understanding	Need to understand where the gaps are to be able to plan the curriculum for the year	All children assessed. RWI, Maths, Writing, Reading	English, Maths and RWI leaders	Termly
Total budgeted cost:					From main school budget
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?
School staff tutoring	All pupils are able to reach their potential	School staff know the pupils and the curriculum	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	DHT	Termly
NLP tutoring	All pupils are able to reach their potential	Use of NLP tutors maximises the number of pupils that can be supported	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	DHT	Termly
Employ academic mentors for targeted tuition	All pupils are able to reach their potential	Use of academic mentors maximises the number of pupils that can be supported Academic mentors are on staff so can support within the classroom,	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	DHT	Termly

		small groups, individuals as needs are identified			
Planned intervention programme for RWI	All pupils reach their potential	Some pupils have fallen behind in phonics due to school closure in Spring/Summer '20	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning Extra daily speed sounds lessons in year 1 and 2. 1:1 tuition daily	RWI Leader	Every 6 weeks
Intervention teachers in years 3-6, targeted intervention	All pupils reach their potential	Smaller group size allows for more differentiated support Plans target group needs	Space for 4 extra classes to take place for English and Maths every morning Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning Afternoon interventions to take place with targeted pupils	AHTs	Every 6 weeks
Before and after school booster classes in English and Maths for year 6	All pupils reach their potential	School staff know the pupils and the curriculum Targeted support able to be offered in small groups	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	AHT-assessment Y6 YGL and Y6 teachers	Every 6 weeks
Funded twilight club places to support pupils to do their homework	All pupils can complete homework All pupils reach their potential	Some pupils do not have a space or support at home to complete homework School staff understand homework and school curriculum Children can be heard read daily by an adult in addition to reading in class	Pupils identified that are not completing homework at termly pupil progress meetings Parents contacted to offer support	AHTs/YGLs Family Support Worker	Every 6 weeks

Funded ESP places to support pupils to do their homework and receive tuition	All pupils can complete homework All pupils reach their potential	Some pupils do not have a space or support at home to complete homework School staff understand homework and school curriculum Children can be heard read daily by an adult in addition to reading in class	Pupils identified that are not completing homework at termly pupil progress meetings Parents contacted to offer support Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	AHTs/YGLs Family Support Worker	Every 6 weeks
Targeted Easter school for year 6 pupils in English and Maths	All pupils reach their potential	School staff know the pupils and the curriculum Targeted support able to be offered in small groups	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	AHTs/YGLs Family Support Worker	Every 6 weeks
Total budgeted cost:					£41096
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	When will you review this?
Purchase catch up books for year 6	All pupils reach their potential	English and Maths curriculum not fully covered in Spring/Summer '20 SATs in May '21 Provides structure to fill gaps in learning	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	AHTs/ Y6 YGL	Termly
Purchase revision books for year 6	All pupils reach their potential	English and Maths curriculum not fully covered in Spring/Summer '20 SATs in May '21 Provides structure to fill gaps in learning	Pupils assessed and gaps identified. Pupils falling behind are identified Plans for each session cover gaps in learning	AHTs/ Y6 YGL	Termly

Purchase online RWI platform to support home learning	All pupils to reach age expected expectations in reading	Full access at home to quality RWI lessons if a bubble has to close and pupils are learning at home	Pupils levels identified so correct videos are accessed by them	RWI leader	As the need arises
Purchase 60 chrome books to support pupils without access at home.	All pupils to have access to an appropriate device for online learning	Survey of parents shows many pupils do not have access to a device for home learning	Pupils identified through survey and phone calls. Support offered to parents for online learning Records kept for loaning out of chrome books	DHT ICT technician	As the need arises
Total budgeted cost:					£15,904

Action	Cost	Pupils
Y6 Revision books	£1200	120
Y6 Catch up books	£1560	120
RWI videos	£2175	400
Easter School (8 staff)	£4800	90
Booster clubs (8 staff)	£3200	60
Tutoring by school staff (15 staff)	£8700	40
Tutoring by NTP tutors (40 x15 hours)	£10116	120
ESP (30 places)	£6000	30

Twilight (30 places)	£1200	30
Chrome books for year 6 (60)	£14049	60
Academic Mentors (x2)	£8000	120
Total	£61000	