

# COVID catch-up premium report

## COVID catch-up premium spending: summary

| SUMMARY INFORMATION            |         |  |     |
|--------------------------------|---------|--|-----|
| Total number of pupils:        | 358     | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £28,640 |  |     |

| STRATEGY STATEMENT  |
|---|
| <p>Our school's catchup priorities are:</p> <ul style="list-style-type: none"><li>- to fill the gaps in maths that have developed over the first lockdown.</li><li>- to increase children's reading fluency</li></ul> <p>In order to achieve this, the core approaches we are implementing are :</p> <ul style="list-style-type: none"><li>- purchasing more Chromebooks so that children can access interventions in school that will help them fill gaps in learning'</li><li>- 1:1 maths tuition from Third Space Learning, which will provide pupils with bespoke tuition to enable them to meet objectives that they missed due to the lockdown and the truncated teaching year in 2019-20</li></ul> <p>The overall aim of our catch-up premium strategy is to reduce the attainment gap between our disadvantaged pupils and their peers.</p> |

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT  |   |
|--|---|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) |   |
| A  | Emotional barriers to learning (mainly anxiety or low self belief, either previously existing or developed during the first lockdown) |
| B  | Missed objectives in maths due to lockdown  |
| C  | Low reading fluency and missed opportunities to improve during lockdown   |

| External barriers: (issues which require action outside school such as home learning environment and low attendance) |  |
|--|--|
| D  | Stressful home environment causing anxiety and low self-esteem   |
| E  | Lack or regard for school, or lack of skill of carers, so parents unable or unwilling to support with learning |
| F  | Lack of reading at home  |

## 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? |
| Designing a Recovery Curriculum, to reduce the non-key learning covered in the current half-termly projects, move missed objectives up to a future year group, cover some english and maths objectives in a cross-curricular way, and block some key objectives that were missed, eg Fractions in maths. | The key objectives that were missed are covered in the next year so that children's progress and future learning is not affected.   | Rationale - these are key objectives that cannot simply be missed as they underpin subsequent learning. Some of them will be learned more effectively in 1-week blocks.   | Core subject leaders will track the delivery of the moved objectives and check in frequently with year teams to ensure anything in danger of being missed is picked up early and a plan put in place.   | AHT via subject leaders | Half-termly                |
| Assessment: purchase of termly NTS tests for reading and maths for each year group to give us an accurate understanding of the gaps that have developed and to check that they are being filled.   | Children's scores will increase from test to test.<br>Tests will give teachers essential diagnostic information about the effectiveness of the recovery curriculum and the next steps for each child. | Rationale: researched and suggested by HAMWIC trust.<br>Rationale: tests are a good diagnostic tool and they can also contribute to learning as the attempt to recall information helps to move it into long term memory. | Tests performed termly, with a deadline for results. Data will be analysed by teachers and year leaders, and core subject leaders will provide a report to the HT.<br>Discrepancies between test scores and teacher assessment will be looked into. | HT/DHT                  | Termly                     |

|   |  |  |  |                   |                                   |
|---|--|--|--|-------------------|-----------------------------------|
| Ongoing Google Classrooms training for all staff  | Staff are confident to use Google Classrooms to teach live lessons, respond to children, and invite children to Hangouts for live lessons or 1:1 TA support in                 | A further lockdown, or the need for a class to isolate, will mean that remote learning via Google Classrooms becomes necessary   | Monitor engagement of children who are learning from home  | AHT               | Half termly                       |
| Reading Plus  | To provide online fluency practise that also increases children's reading efficiency   | Reading Plus is based on a solid research foundation and is proven to significantly improve reading achievement for diverse populations of students across a wide range of schools and approaches to intervention. | Literacy Lead will track improvements in reading speed and will support any teachers whose students are not accessing the programme frequently enough                      | Lit Lead          | Half Termly                       |
| Reading Planets   | To provide online banded reading books that can be accessed from home, so that children can continue to read high quality texts and improve their comprehension and vocabulary | Reading Planet is provided by Rising Stars whose products we trust. It has been very well reviewed by lots of schools.   | Teachers and Literacy Lead will track children's engagement and ensure they take action when a child is not accessing the programme frequently enough.                     | Lit Lead          | Half Termly                       |
| Total budgeted cost:  |  |  |  |                   | £8,700.00                         |
| Targeted support  |  |  |  |                   |                                   |
| <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 40 Chromebooks (10 per year group)<br><br><i>**During 3<sup>rd</sup> lockdown, these have been loaned to disadvantaged families or families whose technology would not</i> | Children can access interventions such as Third Space Maths, and online reading from Reading Plus or Reading Planets, during school time                                       | Chromebooks are robust and mean that children can do their online reading in school.   | Phase leaders will track the use of the Chromebooks and the progress of the children who use them, both through the reports from the software and in their classroom work. | HT                | Half termly                       |

|  |   |  |  |                           |             |
|--|---|--|--|---------------------------|-------------|
| <i>allow them to successfully access online learning or their interventions**</i>                          |   |  | <i>**Engagement with online learning using school-loaned Chromebooks will be monitored**</i>   |                           |             |
| Purchase of 58 Third Space Learning Maths tuition spaces - half of them 75% funded by the catch-up premium | The tutor will help the child understand new objectives so that missed objectives are achieved. Children 's confidence in maths will increase.  | EEF have rated 1:1 tuition as making a difference of +5 months a year. Third Space was offered as one of the DFE's NTP Catch Up providers  | Weekly reports of children's achievement, effort and engagement. Teachers will monitor in class children's ability to apply objectives covered with their tutor.<br><br>Children not attending/ with low engagement will have check ins with their teacher to unpick the barrier.. | DHT/<br>Maths lead        | Half termly |
| HLTA & TA intervention: Phonics catch up - purchase of books and supply TA cover to allow for this         | Children who did not previously pass their Year 1 Phonics test will catch up so that they can pass this test nad improve their reading fluency  | Y3 cohort missed a term of phonics teaching in KS1. Good phonics understanding comes before reading confidence and fluency.  | HLTA will keep records of progress and discuss regularly with the class teachers and lower school phase leader.  | Lower school Phase Leader | Half termly |
| Purchase of Maths No Problem books to be used 1:1 with a TA  | Missed or non-retained objectives will be covered so that subsequent learning can build on these.   | These have been used successfully with pupils in the recent past   | TAs will keep records of objectives covered and progress, and will discuss these regularly with the class teachers and phase leaders   | Phase leaders             | Half termly |
| Purchase of children's journals for a Wellbeing intervention   | Children whose emotional wellbeing we are concerned about will have a regular 1:1 slot with a TA or ELSA, completing selected pages in the journal. This will enable them to discuss and process some of their anxieties and to feel that they are not alone. | Initial surveys, plus our knowledge of our children and conversations with parents show us that lots of children are battling anxiety and low self esteem. Mental Health is a huge indicator of success in school; these journals tackle universal themes such as friendship and self esteem | Adults running the interventions will report back to class teachers, whose own contact with the children concerned will show them when gains have been made. We will also listen to parents and the children themselves.   | Phase leaders             | Half termly |
| Total budgeted cost:   |   |  |  |                           | £19,760     |