

## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

<b>Total number of pupils:</b>	212	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£16,960		

### STRATEGY STATEMENT

- School specific catch-up priorities:
  - Several of our families did not engage with the learning sent home over lockdown for a variety of reasons but mainly due to poor internet connectivity in the village, lack of time for working parents to support their children or lack of ability in the parents to support their children. The majority of these few families have pupils in receipt of the Pupil Premium funding and this is certainly where the gap has opened.
  - The core approaches you are implementing and how these will contribute to helping pupils catch up missed learning
    - As a school we have considered a variety of options open to us but come to the conclusion that for our children to close the gap, they need to feel safe in their learning working with people they know so that time is not wasted building relationships before being able to learn. Also, we recognize that our pupils learn better face to face rather than online and therefore it was important that any catch-up teaching took place in school. We have therefore taken the decision to employ a teacher known to the children for two terms to work closely with the class teachers in school. Mrs. Bembridge and Mrs. Hey know the school and its pupils well and will work with the identified pupils in small groups and 1:1 to create bespoke learning plans and interventions in line with the class teachers continuing lessons. They will baseline each child, and assess at the end of each time limited intervention in order to track progress and feed back to teachers and parents.
- The overall aims of our catch-up premium strategy:
  - To reduce the attainment gap between our disadvantaged pupils and their peers
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Rationale – areas of focus identified

### ACADEMIC AREAS OF FOCUS

#### Academic focus areas:

A	Lower levels of fluency in reading with poor vocabulary choices
B	Lower levels in writing including handwriting and spelling
C	Lower levels in maths fluency particularly in key skills e.g. telling the time, money, times tables

### ADDITIONAL AREAS OF FOCUS

#### External focus areas:

D	Poor speech and vocabulary
E	Raised levels of anxiety
F	Lack of home reading

## Planned expenditure for current academic year

The headings below will demonstrate how we 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	Approximate cost?	When will you review this?
Investment in Jane Considine 'The Write Stuff' CPD for all class teachers	Teaching of English across school is consistent and improved so that pupils range of vocabulary and outcomes are improved	'Great teaching is the most important lever schools have to improve outcomes for their pupils' EEF Covid-19 Support for Schools. Improving teaching in this area which is currently low will improve outcomes for the pupils	All teaching staff have access to the JC CPD materials and time will be allocated within school for teachers to learn, collaborate and practice the new teaching methods. This will be monitored to check for consistency.	BC/KF	£1300	Termly
Provision of release time for assessment of pupils and professional conversation between Catch-Up teachers and class teachers	Measurable impact of interventions will lead to further planning for individuals and small groups helping to close any gaps	'Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.' EEF Covid-19 Support for Schools	Release time planned and supply booked in advance each half term	KW/EB/SH	£1200	Half termly
<b>Total budgeted cost:</b>					£2500	
<b>Targeted Support</b>						
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?
One to One and small group tuition	Tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional	'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.' EEF Covid-19 Support for Schools	Catch-up teachers are known to the school and pupils. They have a dedicated space and timetable to work to and time arranged for quality feedback to class teachers.	KW/EB/SH	£16,000	Half termly

	practice or feedback.					
NELI (Early Years Language catch-up) intervention programme	Oral language skills and vocabulary are improved in EYFS	'Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' EEF Covid-19 Support for Schools	CPD arranged for class teacher and TA leading the intervention. Specific children identified and tracked.	GW/LG	£0 release time for TA CPD	Half termly
<b>Total budgeted cost:</b>					£16,000	
<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>
Increased pastoral support	Learning and outcomes improve because pupils feel less anxious	Pupils learn better when they feel safe so reduction in anxiety should help improve learning	Learning mentor increases number of pupils she is able to accommodate. Pupil survey on return to school identifies children in need of support	SB	£0	Half termly
<b>Total budgeted cost:</b>					£0	

#### ADDITIONAL INFORMATION

Additional information used to support the sections above:

- Internal assessment and reporting software(Baselines & December tracking), PIRA, PUMA, NMM
- Evidence from the EEF [families of schools database](#)

- Results of staff and pupil consultations
- Analysis of attendance records