

## COVID catch-up premium report

SUMMARY INFORMATION			
Total number of pupils:	82	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£6,560		

## Barriers to learning

### STRATEGY STATEMENT

Our proportion of disadvantaged pupils across the school is lower than both a local and national picture at 12% or 10 children in total.

All 79 children we had on roll engaged in school directed learning between 20<sup>th</sup> March and the end of the summer term 2020.

Attendance during the first half term has been very good across all year groups and currently stands at 98.7%.

In September children were phased into school in the following way:

Thursday 3<sup>rd</sup> September Class 1 – Year 2 in school, Class 2 – Year 4 in school, Class 3 – Year 6 in school

Friday 4<sup>th</sup> September Class 1 – Year 1 in school, Class 2 – Year 3 in school, Class 3 – Year 5 in school

Monday 7<sup>th</sup> September Class 1 – Years 1 and 2 in school, Class 2 – Years 3 and 4 in school, Class 3 – Years 5 and 6 in school

Tuesday 8<sup>th</sup> September As above plus EYFS mornings only

Monday 14<sup>th</sup> September As above plus EYFS in school full-time.

As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics.

We have agreed that these baselines will be carried out by the end of October 2020. This information will inform our next steps in regards to who needs focused support and in what area, in order to close the gap.

The overall aims of the catch-up funding:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

The funding will:

- Provide curriculum resources and materials that support “catch up”:
- Provide 2hrs per week for teaching staff to work with identified children.
- Provide 3hrs per class per week of additional support staff to deliver planned interventions.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

Class 1	Low levels identified in: <ul style="list-style-type: none"><li>• YR – 2 children accessing additional phonics support</li><li>• Y1 – phonics 3 children to repeat Letters and Sounds Phase 2 and 3, and 3 children to repeat Phases 3 and 4.</li><li>• Y1 – Maths number and place value revision for 5 children, and support to increase confidence</li><li>• Y2 – 1 child support with application of phonic knowledge, 1 child short term memory issues, 1 child (new to the school) SEND (Ed psych referral made).</li></ul>
Class 2	Low levels identified in: <ul style="list-style-type: none"><li>• number bonds and exchanging correctly in addition and subtraction.</li><li>• Maths problem solving</li><li>• phonic knowledge in Year 3</li><li>• writing composition Writing flows on a sea of talk – talk to come from the reading</li></ul>
Class 3	Low levels identified in: <ul style="list-style-type: none"><li>• decimals, shape, area and perimeter, and multistep word problems</li><li>• Vocabulary and reading comprehension greater depth questions</li></ul>

## ADDITIONAL BARRIERS

### External barriers:

	Lack of devices or shared devices in the home setting
	Parental expectations are varied.

## 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?
<p>All staff to complete the Mental Fitness training from Team Teach Digital Training. Activities and strategies to be used with children across the school.</p> <p>PSHE profile to be raised through timetabled weekly lessons across the school using SCARF resources.</p>	<p>All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children.</p>	<p>The EEF have several therapeutic projects such as the Building Relationships resilience project shown to improve pupils' positive engagement with each other in various situations and to improve their levels of emotional and mental well being.</p>	<p>Talking to the staff and children</p> <p>Observations of playtime and classroom</p>	BT	Half-termly
<p>Daily whole class reading across the school of texts at least 1 year above the children's chronological age. Range of text types. Planned opportunities to talk about the text – vocabulary, plot, author choices.</p>	<p>All children will achieve their end of year reading target</p>	<p>Reading aloud research shows that reading aloud to a class ( texts at least 2 years above what they would normally study) daily, accelerates progress for all, but particularly the lower ability children</p>	<p>Classroom observation, talking to staff and children.</p> <p>NFER reading results.</p>	HE	termly
Total budgeted cost:					£200

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?
<p><b>Class 1</b></p> <p>Employ sports coach for 2 hours per week to release class teacher to deliver interventions.</p> <p>Employ TA for 3 hours per week to deliver interventions</p> <p>Purchase additional whole class reading resources and memory games.</p> <p>Emotional support for children who have found lockdown and the implications for themselves and their families particularly difficult.</p>	<p><b>EYFS</b> – all children to reach a GLD.</p> <p><b>Year 1</b> –</p> <p>7 out of 9 children to pass the phonic screening check</p> <p>7 out of 9 children working at ARE+ for reading, writing and maths.</p> <p><b>Year 2</b> -</p> <p>Year 2 child to pass Phonic Screening Check in 2021</p> <p>6 out of 8 children working at ARE+ for reading, writing and maths.</p>	<p>Initial assessments show a lack of depth of knowledge when working with two-digit numbers.</p> <p>The class teacher knows the children best, and can tailor the interventions/support to match the children's needs best following teaching.</p> <p>Research show that daily reading and discussion of language accelerates progress in reading and writing composition (writing floats on a sea of talk)</p>	<p>Chn able to apply knowledge to different situations.</p> <p>Children able to read fluently in different curriculum areas</p> <p>Observations of individual children.</p>	<p>BT/HE</p> <p>Maths - GM</p>	<p>Termly</p>
				Total budgeted cost:	£6,360