



# COVID catch-up premium report

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	71 (+ 4)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£5600	No funding for Nursery	

STRATEGY STATEMENT
<p>Overview of your catch-up premium strategy.</p> <ul style="list-style-type: none"><li>• Catch up priorities:<ul style="list-style-type: none"><li>○ Reading, phonics, language development and emotional wellbeing.</li></ul></li><li>• Core approaches:<ul style="list-style-type: none"><li>○ Staff training for Quality First Teaching approaches.</li><li>○ Increased capacity to deliver specific interventions</li><li>○ Resources available to support learning</li><li>○ Outside agency support to support specific needs.</li></ul></li><li>• The overall aims of your catch-up premium strategy:<ul style="list-style-type: none"><li>○ To reduce the attainment gap between disadvantaged pupils, lowest 20% and their peers</li><li>○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li></ul></li></ul>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Reading attainment and phonics awareness
B	Language development
C	Gaps in learning created due to missed learning.

### ADDITIONAL BARRIERS

#### External barriers:

D	Access to reading materials at home
E	Parental engagement in home learning
F	Emotional well being

## 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?
EYFS training for all staff	Effective EYFS practice in place, quality first teaching. Children make expected and accelerated progress. Teacher pupil interaction is meaningful, assesses and addresses learning needs.	Effective EYFS practice and quality first teaching.	Monthly EYFS meetings to review training and practice. Learning walks, book look, pupil voice, progress measures from baseline.	KL	Half Termly £585
Letters and Sounds Training	Effective EYFS phonics practice. Phonics quality first teaching.	Effective phonics teaching EEF evidence +4 months progress	Learning walks, book look, pupil voice, progress measures from baseline.	RM & KL	Half Termly £450
Accelerated Reader	Children will be motivated to increase reading. Children will improve reading age.	EEF evidence based review +3 month progress. +5 months progress for FSM	Half termly progress measures. Timetabled AR reader time. Books	RM	Termly £1474
Total budgeted cost:					£2509
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?

Extra teaching capacity for EYFS interventions	Children at risk of falling behind identified. Children make accelerated progress in specific area of need. Children close learning gap with peers.	EEF evidence, Early years intervention + 5 months progress Pupils identified as in need of extra support including pupils who: <ul style="list-style-type: none"> <li>• Didn't engage with remote learning or have access to technology</li> <li>• Are vulnerable</li> <li>• Experienced difficult family circumstances during lockdown</li> </ul>	6 weekly intervention with baseline and end of intervention measures.  Targeted learning linked to assessed area of need.	RM & KL	Half termly
Extra teaching capacity for phonics and reading interventions in KS2	Children at risk of falling behind identified. Children make accelerated progress in specific area of need. Children close learning gap with peers.	Pupils identified as in need of extra support including pupils who: <ul style="list-style-type: none"> <li>• Didn't engage with remote learning or have access to technology</li> <li>• Are vulnerable</li> <li>• Experienced difficult family circumstances during lockdown</li> </ul>	6 weekly intervention with baseline and end of intervention measures.  Targeted learning linked to assessed area of need.	RM	Half termly
Specific emotional needs of pupils identified and addressed through school based and outside agency support.	Children's mental health and wellbeing needs will be identified and met. Children will be ready to learn.	EEF evidence based review social & Emotional learning + 4 months		RM & HC	Half Termly
Total budgeted cost:					£2415
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?
Improve pupils' access to reading materials inside and outside of school – for home eLearning and if a local lockdown or school closure happened.	Children have access to high quality reading materials. Develop a love of reading due to children's interests catered for through book availability (fiction & non-fiction)	Reading for pleasure has a positive impact on pupil's attainment. Some families's access to texts at home limited or exhausted.	Home access – parental engagement. Modelled in lessons. Curriculum reading structured into planning. Interests of children linked to text choices in each class. Pupil feedback.	RM	Spring & Summer 20  £676
				Total budgeted cost:	£676

#### ADDITIONAL INFORMATION

Additional information used to support the sections above.

- Internal assessment – baseline vs 2019 attainment.
- Home learning during lockdown
- Evidence from the EEF Teaching and Learning Toolkit