

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	200
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,000

STRATEGY STATEMENT

Our catch-up priorities are:

- To improve the attainment of early reading and KS1 phonics, from their starting points.
- To develop writing attainment in KS1 and KS2, through developing spelling and grammar application.
- To increase the reading attainment in KS2, through development of comprehension skills.
- To identify and fill gaps in learning for all pupils through assessment and interventions.
- To continue to develop and support the positive mental health for all pupils.

STRATEGY STATEMENT

The core approaches we are implementing are:

- Employment of an additional teacher to deliver focused interventions and support for targeted pupils throughout Key Stage 1 and Key Stage 2. This programme will support pupils over a period of 11 weeks, supporting in areas of reading and writing (with a direct focus on spelling and grammar).
- Provide focused mental health support for targeted pupils.

The overall aims of our catch-up premium strategy:

- To reduce the attainment gap between your disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of phonetical knowledge in Key Stage 1.
B	Low spelling and grammar abilities which are impacting on the attainment of writing in Key Stage 1 and Key Stage 2.
C	Low reading comprehension ability, leading to below national reading attainment in Key Stage 2.

ADDITIONAL BARRIERS	
External barriers:	
D	Poor IT access for families at home.
E	Limited academic ability to support children with learning remotely.
F	Increased mental health issues for a number of children and families.

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>Use summative assessment tools (Rising Stars NTS Tests/ MARK and Shine) to identify gaps in learning, and provide bespoke interventions for the pupils to support rapid catch-up from starting points.</p>	<p>Gaps in the pupils' learning are identified and targeted interventions are used to support rapid progress in their learning to fill these gaps.</p>	<p>Baseline assessments identified gaps in learning from missed schooling last academic year. New end of term assessments are linked to MARK, which automatically directs teachers to targeted interventions available for individual or groups of pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p>	<p>Review of assessments termly, with additional formative assessments made of individual objectives.</p> <p>Pupil progress meetings with teachers to review progress of targeted pupils.</p>	<p>RK</p>	<p>Termly</p>
<p>Ensure that there are strategies and platforms in place for QFT through remote or home learning to ensure that all pupils have access to purposeful learning opportunities.</p>	<p>Ensure that provision of work whether in school or at home enables pupils to make good progress.</p>	<p>Initial provision of remote learning relied heavily on online activities and limited teacher-led instruction.</p>	<p>Pupil progress meetings with teachers to review progress of targeted pupils.</p> <p>Analysis of assessments each term.</p> <p>Monitoring of progress through digital platforms.</p>	<p>RK</p>	<p>Termly</p>
Total budgeted cost:					<p>£750</p>

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?
Small group or 1:1 tutor support provided through an additional teacher.	Small groups or individuals are targeted to receive focused reading, spelling, grammar or phonics tutoring to minimise the gaps in learning following the partial school closures from last academic year.	<p>Baseline assessments identified gaps in learning from missed schooling last academic year. New end of term assessments are linked to MARK, which automatically directs teachers to targeted interventions available for individual or groups of pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p>	<p>Assessments at start and end points.</p> <p>Review from tutor.</p>	RK	Half termly.

<p>Targeted interventions, focused on phonics, spelling, grammar and reading in KS1 and 2.</p> <p>Targeted language development to support speech and language and vocabulary through Wellcomm</p>	<p>Pupils identified as having gaps in learning through baseline assessments are targeted for interventions in reading, spelling, grammar and phonics in Key Stages 1 and 2.</p> <p>Staff in EYFS are using Wellcomm to support speech, language and vocabulary for pupils who have limited communication following baseline assessments.</p>	<p>Baseline assessments identified gaps in learning from missed schooling last academic year. New end of term assessments are linked to MARK, which automatically directs teachers to targeted interventions available for individual or groups of pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p>	<p>Assessments from start and end points.</p> <p>Analysis of termly data with gap analysis.</p> <p>Pupil Progress meetings.</p>	RK	Termly
Total budgeted cost:					£13,750
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?

<p>Develop more robust ways of providing support for home learning through the use of existing platforms.</p> <p>Develop the use of wider platforms to support more effective home learning.</p>	<p>All pupils can access home learning when needed for isolations or bubble closures.</p> <p>Pupils can access a wider range of online tools to support more effective blended learning opportunities.</p>	<p>Many of our families struggled to access the range of resources provided when we had the previous partial school closures.</p> <p>Some pupils became reliant on the paper resources, which didn't have the opportunity to provide full instruction from teaching staff.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p>	<p>Review of platforms in use for parents.</p> <p>Monitoring of engagement of pupils using online learning platforms.</p>	<p>RK</p>	<p>Termly.</p>
<p>Targeted intervention of social and emotional support for pupils.</p>	<p>Pupils identified are provided with targeted social and emotional support through our Pastoral Support Officer and work through the Human Toolbox.</p>	<p>A number of pupils have returned following the partial school closures with a range of social, emotional or mental health worries and concerns. This is impacting on their ability to focus on learning and in some cases attending school regularly.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>Assessment of pupils (using toolkit resources) before, during and after support interventions.</p>	<p>RK/ CH</p>	<p>Half termly.</p>
Total budgeted cost:					<p>£1,500</p>

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- FFT is used as our internal reporting software, accessed by staff within the academy and at trust level.
- Research for programmes, interventions and support have been sourced from the EEF.
- Weekly attendance is monitored and support is being offered to those who are at risk of or have already become persistent absentees. Our Pastoral Support Officer is working with a number of pupils and families in relation to supporting them with attendance and other issues which are impacting on attendance.
- Assessments and pupil progress meetings have highlighted that reading and writing are the areas most concerning, with phonics and spelling being a large part of these. A focus on these two areas over maths have therefore taken priority.