



# COVID-19 Catch-up Premium Report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	261 Reception to Year 2	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,880	Autumn 2020 £5,220 Spring 2021 £7,290 Summer 2021 £8,370	

## STRATEGY STATEMENT

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

There has been an impact across all curriculum areas on children’s motivation, learning stamina and independence. Many children have regressed in terms of their interpersonal skills and co-operation. This means that as well as having missed content, and forgotten skills and content, that children’s readiness to learn and make progress has also been impacted. In all areas, disadvantaged children have been disproportionately affected.

A	Below national levels of speech and language across the school which will have been further impacted by school closures
B	Pupils low starting points across the board means they have to sustain good progress in order to leave KS1 broadly in line with national data - this has been affected
C	Literacy is a particular area in which children struggle to build skills and link phonics/reading/comprehension skills in order to make adequate progress

## ADDITIONAL BARRIERS

### External barriers:

D	Inconsistent access to remote learning during 2020/21 due to a range of factors including the fact that Infant children need substantial adult support to access remote learning
E	Raised levels of anxiety, lack of routine and factors around deprivation likely to reduce family engagement in education once school reopens
F	Higher than national levels of SEND and complex needs within families

## Planned expenditure for current academic year

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?
Increased qualified teacher support in class	Children to make good progress from Spring 2020 data, with the aspirational target of closing the gap with predicted outcomes.	<p>Children must access a broad and balanced curriculum and at the same time receive high quality, teacher led intervention to close gaps with their predicted attainment prior to Covid-19.</p> <p>EEF research shows collaboration with peers, small group work and opportunities to revisit and retrieve prior learning in a variety of ways promotes effective learning and long term memory gains.</p> <p>Therefore the additional teacher will plan and deliver learning predominantly alongside the permanent staff, only withdrawing children for short, discreet catch up sessions.</p>	<p>This is a tried and tested system within our school with proven results. The teachers used are already known to us and work collaboratively within the staff team, and understand our children's needs. They support our pedagogy of active, creative learning.</p> <p>Progress will be evaluated/ captured half termly but weekly PPA sessions will inform next steps and allow for the system to be adjusted as children settle back into school.</p>	HD	<p>Oct half term</p> <p>Jan TED</p> <p>Feb half term</p> <p>Easter</p> <p>May half term</p> <p>End of year</p>
Total budgeted cost:					£20,880

## ADDITIONAL INFORMATION

There are gaps in knowledge as whole units of work have not been taught. This means that children will be less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Specific content has been missed, leading to gaps in learning. Children need to acquire the ready to progress objectives from their previous year of learning before they can move onto new learning. In maths, some fluency has also been lost e.g. mental recall of simple calculations. Children's independence in using their calculation strategies has been affected.

Many children returned to school less fluent in their reading. Those that read at home and were read to maintained their skills but the gap between disadvantaged children and their peers has widened. The bottom 20% of readers have been disproportionately affected. In phonics, content in terms of sounds taught has been missed, which needs to be taught before children can progress. This lost and missed content has an impact on Reading and Writing.

The impact of lockdown on writing has been the most pronounced. Correct letter formation and use of punctuation as well as stamina and motivation have been affected for most pupils, and particularly those who did not write at home.