



COVID-19 Catch-Up Premium Report 2020 – 2021

The Government announced £1 billion of funding to support pupils and young people to catch up lost time after school closure. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year. Schools must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Please click [here](#) for more information.

COVID-19 Catch-Up Premium Spending Summary

Total number of pupils	59	Total catch up premium budget	£4720	Amount of catch up premium received per pupil	£80
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Strategy Summary

The School's catch-up priorities are:

- Overcoming any wellbeing barriers to ensure pupils are ready to learn
- Accurately assessing pupils' attainment in reading, writing, spelling, phonics, times tables application and the application of maths skills. This will be conducted September 2020 as a baseline to measure impact and to assess progress

The core approaches we have implemented to help pupils catch-up on missed learning:

- The purchase of online systems, which pupils can use at school to accelerate progress and at home in case of another lockdown, ensuring continuation of learning

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by the COVID-19 school closures
- To ensure that attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year

Barriers To Future Attainment

Academic barriers:

- Gaps in pupils' attainment caused by closures and inconsistent support at home
- Pupils' access to high quality reading materials during closure

External barriers:

- Pupils' mental health needs need to be met before accelerated learning will work
- Resilience and self-confidence of pupils
- Pupils may need support reintegrating full-time at school, which has new health and safety rules
- Parental concerns about screen-time

Planned Expenditure						
Quality teaching for all	Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will the school ensure it is implemented well	Staff lead	When will this be reviewed?
Total budget expenditure: £ 917.26	Purchase of Nessy to support the phonics, reading, writing and spelling of pupils.	Impact will be seen through the termly Suffolk reading and SPAR/Parallel spelling tests, with pupils improving their reading and spelling ages at an accelerated rate. Impact will also be seen in the pupils's confidence, speed	Baseline assessments show that most pupils in have regressed or plateaued in their phonics knowledge and reading and spelling ages.	The subject leader will monitor phonics, reading and spelling progression throughout the year. Pupil and parent interviews will also help triangulate progress. Progress will be	RC CH	Half-termly

		and accuracy when writing.		reported to the Governing Body on a termly basis.		
	Purchase of Spellingframe.com to support the systematic learning of statutory words and National Curriculum spelling rules.	Impact will be seen through the termly SPAR/Parallel spelling tests, with pupils improving their spelling age at an accelerated rate. Pupils' written work will also contain more accurately spelt words.				
	Purchase of Times Tables Rockstars to ensure current Year 5s have quick recall of all statutory times tables	6-week baseline assessments will be conducted to show pupils learning achieving higher raw scores until they know all the statutory times tables by the end of Year 4. Pupils in Year 5 and 6, who do not have accurate and quick recall, will do so asap.	Baseline assessments show that most pupils in have regressed or plateaued in their ability to accurately and quickly recall the statutory times tables.	The subject leader will monitor times table progression throughout the year. Pupil and parent interviews will also help triangulate progress. Progress will be reported to the Governing Body on a termly basis.	CH	Half-termly
Purchase of new reading scheme books for infants, which follow systematic phonic progression taught in school	Pupils will be able to match the phonics they are taught in school to their reading at home. This will ensure pupils will consolidate and apply the weeks'	Government guidance in the teaching reading includes a mirroring of phonics learnt in school to what the pupils are reading at home.	The English subject lead will work with the infants team to select appropriate books and progress will be feedback to the Governing Body	RC HS SM	Half-termly	

		phonics learning. The school's statutory phonics results will be higher than national.		and West Sussex Associate Advisor		
	Purchasing of high quality reading materials for future school closure due to COVID-19 and to use remotely for home learning.	Systems put in place to ensure pupils have access to high quality reading. Pupils' reading will continue to progress at home.	Baseline assessments show that most pupils' reading ages have regressed or plateaued.	The English Governors will monitor and scrutinise progress.	RC	Termly
Targeted support Total budget expenditure: £ 311.74	Parents informed about their child's progress and how to support at home.	Creation of new parents' consultation progress sheet to be sent to parents prior meeting. This will also allow the opportunity for parents to prepare any questions they may have.	Academic reports 2019 – 2020 only reported up to March 2020.	The Headteacher will interview parents to ensure robustness.	CI	Termly
	Pre-teaching established to make curriculum access more equitable.	Teachers to use baseline and ongoing assessments to identify whole-class areas of need and to find opportunities to pre-teach these skills.	Pupils will have gaps in their learning which will need addressing.	Pupil interviews will ensure that pupils are strongly accessing the curriculum. Improvements made in summative progress checks.	CI	Half termly
	Teacher-led interventions.	Growing learners will allow teachers to target specific		Interventions are recorded in the Vulnerable Pupils's	JJ	Half-termly

		skills, which have been identified by baseline and ongoing assessment.		Document for the SENDCo to monitor.		
Other approaches Total budget expenditure: £ 311.00	School and parents to support the mental wellbeing, resilience, self-confidence of pupils and their ability to re-establish routines.	<p>Pupils's self-confidence and resilience will improve due to the purchasing of additional materials by the SENDCo and shared with parents.</p> <p>SENDCo to work with pupils and their families to re-establish routines, if required.</p>	Pupils will have lost the routines at school and will have to adapt to new COVID-19 health and safety rules.	SENDCo will inform colleagues of progress in this area. SEND Governor will monitor scrutinise impact.	JJ	Termly
	Development of future remote learning away from screen.	Pupils will be able to access screen-free remote learning, if the school has to close.	Parental interviews have shown some concern about too much of the remote learning being completed online.	Senior Leadership Team to monitor and scrutinise remote learning planning and resources.	CI RC CH	Weekly (only in the event of school closure).

Additional Information

The school has been funded £1540 for the three months (Sept 20– Nov 20) in the first tranche, which is £20 per pupil based on the October 19 roll of 77. The full annual sum for the academic year is £80 per pupil. Therefore, for the purpose of this document, the full annual sum has been used, multiplied by our current number on roll due to significant cohortal fluctuations between the two censuses.

The next two quantities will be based, as far as is understood, on the October 20 roll of 59, which should give approximately £3,180 for the period December to August.

Further information can be found in the [remote learning policies](#) (for whole and non-school closure).