

# COVID-19 catch-up premium report



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

SUMMARY INFORMATION			
Total number of pupils:	184	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£14720.00		
<p>Guidance</p> <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. In June, a £1 billion fund for education was announced by the government. The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> <p>We are using this funding to support pupils to reduce the impact caused by lockdown.</p>			

**Research from the EEF (Education Endowment Foundation) advises the following with regards to the most effective ways of supporting children and families using the catch-up period.**

### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### 2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support 2 • Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### 3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

## Identified impact of the lockdown

<b>Reading, writing, phonics and vocabulary</b>	Initial teacher assessments identified gaps in learning with some children working approximately one year below age related expectations in reading. Teachers across the school have identified vocabulary and oracy as an area we need to develop further. The whole of the summer term's phonic teaching was missed by the majority of pupils. (Summer 2020)
<b>Maths</b>	Specific content has been missed over the summer term 2020 leading to gaps in learning. These gaps seem to be more significant in EYFS and KS1
<b>Non -core</b>	There are now significant gaps in knowledge. Whole units have not been taught meaning that children are less able to access pre-requisite knowledge and learning. They are less likely to make connections between concepts and themes throughout the curriculum.

## 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	Milestones		
					Autumn	Spring	Summer
Metacognition CPD for all staff provided by LCC Autumn term	Pupils are taught specific strategies to plan, monitor and evaluate their own learning and they are able to choose the best skill or strategy to complete a task	EEF High impact, low cost	Explicit teaching of the skills are monitored. Lesson studies Pupil voice	KH	Throughout the spring and summer terms (2021)		
Oracy training from voice 21 for 2 teachers to continue to develop our curriculum with a focus on vocabulary DHT to work with School 21 to	Pupils develop a wide vocabulary through teaching in a structured way that develops oracy across the school	EEF evidence of moderate impact  Children from disadvantaged backgrounds have far lower levels of language acquisition when they start school. With PP being 65% we have to work hard to	Strategies for oracy in the classroom shared with all staff through ongoing CPD  Oracy monitored through lesson observations  Oracy strategies implemented into online learning	KH KY TH	Throughout the year		

develop the oracy action plan as part of the academy's ambition to become a Voice 21 school Pre Teach		develop vocabulary and language throughout school.  Children with a wider vocabulary are more successful in GCSEs	Pupil voice				
Vocabulary training for all staff and software purchased to support this	PTV used across the school as part of classroom environment  PTV used as interventions for small groups where appropriate	Pre-teaching vocabulary facilitates the reading and understanding of new words by giving students the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension.	Monitoring	DG AW		Introduced Spring 1 In classrooms by Summer 1(2021)	
Recovery curriculum planned across the school with starting points based on assessments at the beginning of the Autumn term. PIRA X 3 terms PUMA x 1 term GAPS X1 term	Teaching will be focused on the areas of learning where there are gaps so that pupils catch up quickly and are back in line with ARE	Staff need to be aware of where the gaps in learning are so that these can be targeted and pupils catch up quickly.	Staff meetings to share the rationale with all staff Staff meetings for feedback on progress and sharing of good practice.  Priority on the ADP Monitoring of planning	DG	Dec 2020		

Tailored assessment statements to our curriculum for science, history and geography added to the tracking system so that staff are better informed of gaps in these areas.	Accurate assessment of skills in non core subjects	Staff have specific knowledge of skills to be taught and assessed within their year groups  Progression can be seen across key stages in non core subjects	Subject leaders to monitor	SK TH		Implemented Spr 1 Training using new steps and statements Spr 2	
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Total budgeted cost: £4000.00

### 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	Milestones		
					Autumn	Spring	Summer
Extra phonic lessons in the afternoon for all pupils in Y1 and Y2	Pupils quickly catch up the missed phonic teaching and are back on track to pass the Phonic Screening Test by the end of the autumn term	Quickly develop the teaching of reading EEF Evidence	Phonics lead to monitor  Assessment on Phonics Tracker Phonics Screening Test Dec	SK	Dec 2020		

Bounce Back Phonics purchased to support pupils in Y3 and 4 who did not pass the Phonic Screening Test in Year 2	Support pupils to develop their reading skill and complete all 6 phonic phases	EEF Evidence	Phonics lead to monitor  Assessment on Phonics Tracker	SK	Dec 2020		
Reading tuition in Y5 +6 for targeted groups of pupils	Pupils are back on track to achieve ARE by the end of the spring term		English lead to monitor teaching and assessments	CS	Dec 2020		
On Track English purchased to support reading comprehension in years 3 to 6. TAs trained to deliver this	Reading comprehension rapidly improves so that pupils are back in track to achieve ARE by the end of the academic year		English Lead to monitor the delivery of the intervention and assessment results for impact.  Reported to SLT	CS	Dec 2020 April 2021		
Academic Mentor employed from February 2021 to support learning, especially maths in KS1	Gaps identified through formative assessment in KS1 to be targeted either in small groups or 1:1 so that pupils are back on track to	Academic mentor programme - Teach First		KH		Intervention pack purchased  Induction Spring 2	

	achieve ARE by the end of the summer term						
					Total budgeted cost:	£5700.00	
<b>Other approaches</b>							
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>Milestones</b>		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Resources purchased for the Y1 classroom to ensure that continuous provision could be extended for the first term of year 1	Pupils are able to access learning through continuous provision as they had missed over a term of EYFS to give a smooth transition to the KS1 curriculum.		Deputy head to work closely with the Y1 teacher to plan and assess progress and monitor the curriculum	KH	Dec 2020		
Purchase "Books we know well" to replace books not returned from lockdown	Children continue to enjoy sharing stories they know at home	Recommended from Reading Hub	EYFS lead to monitor	DG	Oct 2020		
Purchase additional IT equipment to	Pupils can continue to learn at home in		SBM to record any loans and ensure they are returned to school	DG	Dec 2020 April 2021 July 2021		



support online learning	case of bubble closures or further lockdowns.						
					Total budgeted cost:	£5000.00	