



# COVID-19 catch-up premium report

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

### SUMMARY INFORMATION

Total number of pupils:	77	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£6,160		

### STRATEGY STATEMENT

Get the knowledge you need to act at [thekeysupport.com/sl](https://thekeysupport.com/sl)  
> Logins for all your leaders, at no extra cost  
© The Key Support Services Ltd | For terms of use, visit [thekeysupport.com/terms](https://thekeysupport.com/terms)

## STRATEGY STATEMENT

### **Overview of catch-up premium strategy:**

#### **School catch-up priorities:**

- Ensure that learning lost through the six months of the first lockdown and summer holidays is carefully assessed
- Ensure that provision is made to close any gaps – for example, in where the children are in Reading against where they ought to be at the start of the Autumn Term 2020
- Ensure staff provision enables all children to access high quality teaching and a curriculum that inspires them
- Ensure that our four drivers (Building Learning Power, Building Futures, Building Community, Building Self-Esteem) are to the fore and play a part in the children's daily lives and that Mental Health issues are supported as required
- Ensure a staffing provision that enables children who need additional support to catch-up are able to access this
- Ensure that children still unable to attend school are provided for

#### **The core approach. Utilize catch-up premium to:**

- Provide a high level of high quality TA provision in each class, maintaining low child: staff ratios where possible (including EYFS)
- Focus on core skills of Reading, Writing and Maths
- Provide sustainable resources to support pupils' learning (for example IT hardware and books)

#### **The overall aims of your catch-up premium strategy:**

- To reduce the attainment gap between 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	A drop in Reading and Writing standards during lockdown
B	A drop in the levels of oracy due to prolonged periods without group work and other opportunities to improve talk
C	A drop in Maths standards during lockdown

### ADDITIONAL BARRIERS

#### External barriers:

D	Continued low attendance of a minority of pupils unable to be in school due to shielding
E	Lack of access to reliable broadband and or suitable IT hardware in some instances during lockdown
F	

## 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?
Fixed term appointment of a TA to work with Y1 children on Fridays.	All classes have TA support for at least the mornings (and most do for afternoons also), providing catch-up support to all children as required.  <b>All children make rapid progress from September baseline</b>	<b>Transitions</b> Almost all children have not been in school since lockdown in March. All have moved year groups and more than half of them have moved class.	Safer recruitment procedures followed and high quality member of staff appointed. Monitoring with class teacher of the impact of the support.	RN / HL	Easter 2021. <b>Revised to Summer Half Term due to 2<sup>nd</sup> school closure.</b> <b>£1,500</b>

<p><i>Ready to Progress</i> document introduced to teaching staff.</p> <p>TEAM Calculation Policy introduced to teaching staff.</p> <p>Teaching (including for catch-up) is focused on embedding conceptual understanding: Use of manipulatives Use of visualizers to support AfL and the immediate correction of misconceptions.</p> <p>White Rose curriculum for maths fully adopted</p> <p>Two staff to join Jurassic Maths Hub project (focus on talk)</p>	<p>All children have enhanced conceptual understanding, improved 'key knowledge and improved procedural fluency.</p> <p><b>Increased attainment in all year groups.</b></p>	<p><b>Maths</b> Key mathematical concepts not covered during lockdown. Mathematics teaching at home during lockdown has focused on the procedural rather than the conceptual: we need to re-focus on the 'why' of mathematics.</p>	<p>Observation of lessons. Review of books. Talking to children. Improved standards in Maths.</p>	<p>RN</p>	<p>December 2020 and Easter 2021</p> <p>Revised to Summer Half Term due to 2<sup>nd</sup> school closure.</p> <p><b>£1,000</b></p>
--	---	--	---	-----------	--

<p>TEAM Reading Lead has introduced a new approach to reading which has been adopted in KS2 at HB.</p> <p>Additional curriculum time allotted to Reading in KS1 and KS2</p> <p>Attainment to be tracked using AR and CM termly tests.</p> <p>School to invest in providing additional stock for the library with the texts covered in Reading sessions.</p> <p>Children exposed to a new text in class and immediately be able to access it in the library,</p> <p>Increased access to AR for more children. New AR books purchased.</p> <p>Library stock improved in other areas.</p> <p>.</p>	<p>All KS2 children access daily guided reading in addition to other reading sessions.</p> <p>Consistent progression in Reading across the school is ensured, moving from RWI – AR – AB Comprehension.</p> <p>More children can access a suitable stock of AR reading books.</p> <p><b>Increased attainment in all year groups.</b></p>	<p><b>Reading</b> Daily reading not consistently undertaken by all children during lockdown. This has had a clear and negative impact on a significant number of children's attainment.</p>	<p>Observation of lessons. Review of progress through RWI. Review of progress using AR. Review of books. Talking to children. Improved standards in Reading.</p>	<p>RN</p>	<p>December 2020 and Easter 2021</p> <p><b>Revised to Summer Half Term due to 2<sup>nd</sup> school closure.</b></p> <p><b>£2,000</b></p>
Total budgeted cost:					<b>£4,500</b>

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?
Support children to maintain / gain positive mental health on returning to school and, if necessary in further lockdowns.	Trained member of staff on hand to support MH where required.  <b>Children are supported to maintain positive MH.</b>	Anxiety and Mental Health issues related to lockdown and returning to formal education.	Ensure that the trained member of staff has time to provide support as required.	LS	Summer 2021 <b>£250</b>
Total budgeted cost:					<b>£250</b>
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?
Total budgeted cost:					

## ADDITIONAL INFORMATION

