

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	262	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20960		

STRATEGY STATEMENT
<p><u>Key priorities when recovering the lost learning which will disproportionately affect vulnerable groups:</u></p> <ol style="list-style-type: none">1) We treat reading as a gateway to all learning. That the most important and impactful area will be children’s ability to decode, comprehend and gain domain-specific vocabulary from texts.2) We look for opportunities to spend the recovery fund on items which ensure a legacy for the expenditure. Recovery will not just be a priority during the time funding is available to us, but beyond. We will invest with pragmatism in schemes and resources which can be sustained and accessed over a period of time.3) We shape our curriculum to focus on the areas which yield to the greatest future learning. We identify key concepts to focus our efforts on prerequisite learning so children have the foundations to access the greatest amount of future concepts.4) We consider and craft our instructional styles so children are attending the most efficient lessons possible. We remove talk, diagrams and tasks which detract from the key generalisations we are seeking to embed.

Barriers to learning

- Lockdown has limited opportunities for oracy and collaboration which requires dialogue
- Parents reported that supporting mathematical understanding was their biggest challenge when teaching from home
- Children had varying rates of reading, which was supported in part by remote provision but could not reflect the whole class read we believe they need

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children supported by parents have had a varied experience which was shaped by each family's capacity to support the learning
B	Children have lost time to access core mathematical concepts
C	Children have not all been read to each day in the manner of a whole class session as we would like

ADDITIONAL BARRIERS

External barriers:

D	Some feel anxious about the return to full schooling
E	Year three have had to move to a new school with extremely thin transition compared with other cohorts

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?
Appointment of additional TA in year three to create capacity for additional phonics, reading and numbersense	Children who are most vulnerable to time out of school are able to close the achievement gap. This action will be successful if the average score is closer to their peers at the end of the interventions.	Year three have had little transition and have missed a) a high proportion of their relative schooling and b)more schooling than those who returned from lockdown one earlier than they did	Data from start and end of interventions will monitor progress. The staff member delivering additional interventions will also continue to work in the class with the target children.	DP/KD	July 2021
A classroom with recording equipment will be created to record lessons as a CPD resource	Teachers will have a clear and common understanding of how to deliver content in an optimal way	Direct instruction through Rosenshine, Englemann, Sweller and Bjork has a wealth of literature to support its use in classrooms. We want to expose all children to highly efficient classrooms	Staff will meet and review their work against recorded sessions within a clear cycle of plan-do-review.	DP	Sept 2021
Total budgeted cost:					£11,000
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?

Numbersense intervention	Children to develop and consolidate prerequisite concepts helping them to access the KS2 curriculum	Some parents reported that they found supporting maths trickier as they felt less confident themselves with the way it was taught. The year three cohort missed the remaining part of the KS1 curriculum so needed to revisit concepts to ensure competence.	A cover supervisor will deliver the highly detailed planning. We chose the materials as they were comprehensive and recommended by the NCETM. Entry and exit data will be recorded relative to peer achievement.	SE	July 2021
The reading lead, who is a Right to Read Practice Partner, has implemented a new, whole school reading strategy of daily planned reads	Children to hear prosody and develop comprehension and confidence with a large range of texts. Reading is the gateway to learning and is the highest determining factor when it comes to future achievement.	Reading must be our highest priority considering its wide reach and value as a metric to predict future success. Alex Quigly's work and the EEF has informed our approach to daily reading.	The planning is detailed and the books (close to 150) have been purchased to ensure texts are tangible and accessible beyond the classroom. The reading lead will watch lessons and use recorded sessions to support the delivery of the content. Children will complete attitude surveys alongside their data collections.	KD	July 2021
				Total budgeted cost:	£5000
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?
Create an area within the yurt for children to receive target emotional support	Children to feel happy and confident in school and returning to pre-pandemic routines	Parents reported to us when their children had changed in attitude and teachers targeted those who came	Children will keep a journal which will evidence each of their individual journey. As children require the service less, it will be working.	CG	Sept 2021

		back and needed additional support to feel safe and happy.			
				Total budgeted cost:	£1500