



Covid19 Catch up Premium Report

Summary information			
Total number of pupils based on:	201	Amount of catch-up premium received per pupil:	£80 (based on 198 pupils)
Total catch-up premium budget:	£15,840	Autumn 2020 payment received	£3960
		Expenditure so far	£8556.00 (Feb 21)

Strategy Statement
<p>Our core strategy is to work with children who didn't access remote learning effectively for a variety of reasons including lack of internet, devices (especially during the first Lockdown, April 2020) and support from parents but not exclusively so.</p> <p>Our aims</p> <ul style="list-style-type: none"> • To focus on key skills and the core subjects, reading, writing, phonics and mathematics and provide individual and/ or small group support to close gaps with identified children which have arisen during periods of remote learning. • To raise the attainment of all pupils by closing the gap created by Covid19 and during periods of remote learning. • To raise the attainment of disadvantaged children and the lowest 20% of children in their key skills, enabling them to access the wider curriculum.

Barriers to learning
Following the periods of school closure, initial assessments indicate attainment gaps across the school overall but specifically in:
Phonics (Rec and KS1)
Maths and Writing across the school
Year 6 overall
SEND & disadvantaged children



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Planned expenditure for the academic year 2020 2021 (Autumn update)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	Costs
<p>Phonics:</p> <ul style="list-style-type: none"> -additional support to individual groups of children over the school day (additional teacher/ UQT and trained support staff). -pre-school group sessions with specialist member of staff -regular tracking against screening check to identify and update individual focus. - class teachers to work closely with parents of identified children -Providing additional resources and regular updates as to progress/ focus needed. -purchase additional texts for guided reading in key stage 1 which follow our phonics scheme. -To train 2 more staff member of staff who have had RWI training. To use Nessy programme to support identified children working at below 	<p>To support children in Rec, Year 1 and 2 to catch up on the identified phonics gaps.</p> <p>Y2 Autumn phonics screen check results to exceed 80%</p> <p>Y1 Summer phonics assessment to exceed 48%</p>	<p>EEF states '<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p>Dyslexia SPELD Foundation (DSF) 3 '<i>Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student's ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.</i></p>	<p>All staff completing the support will have been trained and receive close support from the English Coordinator and SENDCos.</p>	<p>Jemma Wale (English Co) and Rosie Phillips (HT)</p>	<p>Small group sessions £4855</p> <p>LSA Pre-school sessions £234</p> <p>OUP £803</p> <p>Nessy £340</p>



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<p>expectations.</p>					
<p>Reading & Writing: -focus on writing using key texts as a stimulus and focus. -building vocabulary through broadening and deepening reading experiences. -purchase class set of key/ focus texts -fine motor skills/ handwriting – additional Rainbow Road/ OT workshops To use Nesy programme to support identified children working at below expectations.</p>	<p>To extend the range and quality of children's vocabulary used appropriately in a written context. To improve fine motor skills in EYs/ KS1 by developing physical strength and practise</p>	<p>Alex Quigley <i>'the difference between 'word poor' and 'word rich' students could prove the vital difference between school failure and success.'</i></p> <p>Hindawi research journal 'See Effects of physical Development on Motor Skills and Cognitive Development found that <i>80% of children showed an improvement in motor skills and cognitive development following a physical intervention programme.</i></p> <p>Dyslexia SPELD Foundation (DSF) 3 <i>'Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student's ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.'</i></p> <p>–</p>			<p>Chorleywood Bookshop £479</p>
<p>Maths: -times tables, place value, decimals, place value and money - Y5 going into Y6 children given CGP Y5 revision book to complete over the summer holiday (reward for completing -additional trained/ experienced LSA support to lead PiXL therapy sessions -therapy assessments tracked using PLCs and</p>	<p>To support specific identified children with securing identified maths skills. (tracked through PLCs)</p> <p>To raise mathematical attainment in Y6 to 70%.</p>	<p>EEF analysis of the impact of Covid19 on the attainment gap <i>'The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.'</i></p>	<p>2 new maths leaders appointed – one for KS1 and one for KS2. Termly maths training for all staff and monitoring of interventions.</p> <p>Class teachers to monitor impact of therapies through PLCs and review regularly with HT &</p>	<p>Class teachers Kirsty Macmillan/ Gemma Whitby (Maths Leads), HT and Assess Lead (Rosie Phillips &</p>	<p>CGP £90 TTTs £240 White Rose Maths £99</p>



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<p>updated at each support session</p> <ul style="list-style-type: none"> -news maths leaders in place provide training for staff, feeding back on maths work and providing additional resources as required 			<p>Assess Lead at Core Team Meetings</p>	<p>Caroline Davey)</p>	
<p>SEN/PPG/low achievers – additional LSA and teacher/ UQT targeted interventions to support key areas.</p> <ul style="list-style-type: none"> -attainment of SEND/ lowest achievers to be an appraisal focus area for all staff. -termly meetings with SENDCos APDR cycle. -provide remote learning/ individual/ small group support via technological equipment (laptops/ chrome books/ ipads). 	<p>To raise the attainment of disadvantaged children and the lowest 20% achievers including SEN in targeted areas.</p>	<p>'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.' The EEF (March 2020) recommends: 'Complement high quality teaching with carefully selected small-group and one-to-one interventions. Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need.'</p>	<p>Termly teacher meetings with SENDCos.</p> <p>LSA specialisms developed with staff used to support in specific areas where they have received training.</p> <p>Class teachers to monitor impact of therapies through PLCs and review regularly with HT & Assess Lead at Core Team Meetings</p>	<p>Class teachers</p> <p>SENDCos – Caroline Davey & Heather Woodward</p>	<p>Chromebooks x 6 £1080 UNQ Teacher £336</p>