



COVID-19 catch-up premium report – 2020-2021

COVID-19 catch-up premium spending: summary 2020 -2021

SUMMARY INFORMATION

Total number of pupils:	235	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£18,960		

STRATEGY STATEMENT

Catch Up Premium Overall Aims:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures particularly in the upper school
- To reduce the attainment gap between disadvantaged pupils and their peers
- To prepare our year 6 pupils for a successful transition to secondary

Our catch-up priorities

- Ensuring that year 6 have the targeted support to close any closure gaps to ensure they are academically and emotionally ready for the transition to secondary education.
- In addition, prioritising our year 5 cohort to close evident closure gaps so that they are year 6 ready in 2021-22.

Core approaches

- Supporting great teaching by ensuring teachers have the necessary professional development to support their curriculum planning to ensure they are providing high quality teaching to maximise the progress of all learners.
- Using small group tuition focused on the areas where pupils would most benefit from additional practice or feedback.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A number of year 6 children who were working at the higher standard at their KS1 exit point in reading and writing are not on track to make higher standard at the KS2 exit point in these subjects.
B	The year 5 cohort have gained the largest gap during lockdown and will need to accelerate their learning significantly to ensure they have made good progress between KS1 exit and KS2 exit points. This is particularly in relation to children working at the higher standard.

ADDITIONAL BARRIERS

External barriers:

D	The year 5 and 6 cohorts have the largest proportion of children with SEN and who are eligible for pupil premium in school – the year 6 cohort have the most SEN pupils and children eligible for pupil premium. There are children with a number of vulnerabilities including social and emotional needs in year 6 in particular and a number of children who struggled with complex family circumstances during lockdown
E	A number of children in year 5 and 6 didn't engage with remote learning or had limited access to technology.
F	There are a number of children in year 6 who lack confidence in their learning and would benefit from smaller group intervention

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	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?
Ensuring teachers have the necessary professional development to support their curriculum planning and teaching.	Teaching will be consistently good across the curriculum	EEF support guide – supporting great teaching NFER – supporting the attainment of disadvantaged pupils Building Blocks 1. Whole school ethos of attainment for all and 3. high quality of teaching	Effective monitoring schedule to observe strengths and areas for development Relevant CPD package and SL time rota Staff meetings that support curriculum development and staff skills Creation of whole school curriculum lead role to support subject leads and work with SLT on curriculum development	SLT	Termly SLT review day
				Total budgeted cost:	£3000

Targeted support					
Action	Intended outcome	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?
<p>Using small group tuition focused on the areas where pupils would most benefit from additional practice or feedback. This will happen with experienced teacher working in school 3 days per week up until July 2021</p>	<p>All pupils make at least good progress from their KS1 exit point to their KS2 exit point</p> <p>The closure gaps are decreasing</p> <p>Year 6 are emotionally and academically ready for secondary and year 5 ready for transition into year 6.</p>	<p>EEF – Covid support guide – small group tuition</p>	<p>Class teachers work closely with the small group teacher to ensure planning is specifically supporting any gaps and maximise progress</p> <p>Teaching monitored through observations, book looks, dialogues and impact on pupils in whole class setting.</p> <p>Data analysis – looking for accelerated progress– targeting children making slower progress – regroup group as required.</p> <p>Ongoing effective feedback both to pupils and between group teacher and class teachers.</p>	<p>SLT</p>	<p>Regular book looks</p> <p>Ongoing feedback group teacher and class teachers</p> <p>Half termly progress reviews with small group teacher</p> <p>Termly data analysis</p>
				Total budgeted cost:	£15,960

Review of plan – Dec 2020

Our new whole school curriculum lead began their new role in September 2020. She worked with subject leaders to identify skills gaps and to help us tailor our staff meeting timetable. Our whole school curriculum has suggested CPD opportunities for subject leaders and worked with our NQT and RQT to help with planning high quality sequences of lessons. The lead collated the findings of subject leaders about the quality of teaching and learning in different subjects from their monitoring work. This was compiled into a report for the Governors. A twilight to further develop the subject leaders role in ensuring the high quality of teaching and learning is due to take place later in the year.

We appointed an experienced teacher already known to school to work 3 days a week from October with a carefully selected group of Year 6. Unfortunately bubble closures in Yr 6 led to some disruption to the programme. Feedback from the class teachers showed an increase in confidence /participation within whole class settings from the group who were in the catch up group. Data at the end of the autumn term shows all but one child from that group is now on track to make good progress from their KS1 exit. It is evident from pupil progress data that children in Year 5 support needs to catch up may be greater and we will ensure our catch up teacher works with the year 5's potentially from Spring 2.

Review Spring Term 2021

The partial closure led to the unavailability of the teacher to teach in school. Therefore we made the decision to 'bank' the hours in Spring 1 and when school returned during Spring 2 we arranged for the teacher to complete a few weeks of secondary ready work to complete her work with year 6 and then move onto working with Year 5 for the summer term. We were able as hours were banked to increase the days of our catch up teacher to 5 days a week. The children who have been selected to work in that group have been selected to ensure they reach their full potential to ensure they make good progress from their KS1 exit points. This includes children who need support to catch up to reach age related expectations by the end of year 6 but also children who we want to ensure are given tailored support to help them achieve higher standard at the end of KS2.