

Coronavirus Catch Up Premium Grant

2020-21

SUMMARY INFORMATION			
Total number of pupils:	288	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23,040		

STRATEGY STATEMENT

Gaps in reading writing, maths and phonics are the key priorities in response to the extended period of time pupils have been out of school. A catch- up curriculum has been implemented across all year groups and extra focus placed on phonics interventions as part of our transition process and developing reading fluency to enable pupils to access the reading curriculum at their appropriate stage. Teaching groups are adapted to ensure pupils are taught in smaller class sizes so that rapid catch up can happen. The impact on pupils social, emotional and mental health is also at the forefront of our catch-up strategy and in response we have implemented the Thrive approach across the academy.

Overall aims of our catch-up plan include:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To support pupils social, emotional and mental health so that they are better able to self-regulate which will have a positive impact on their learning
- To ensure our pupils become fluent and proficient readers



BARRIERS TO FUTURE ATTAINMENT

A Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however there are gaps particularly in fractions and number that need addressing.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies in multiplication and division.</p>
B Writing	<p>Children have lost stamina in writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Revision of sentence types and grammatical terms has been a particular focus</p>
C Reading	<p>Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been affected more widely and those pupils entering Y3 who did not pass the phonic screening test. A whole school focus on reading fluency and phonics has had to take priority.</p>
D Curriculum	<p>Gaps in knowledge have increased due to the fact whole units of work have not been taught. This means that children are less able to access pre-requisite knowledge when learning something new. They are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. A new book led curriculum is being developed to promote knowledge rich learning through reading.</p>
E SEMH	<p>During the period of National lockdown, some of our most vulnerable pupils were affected emotionally due to change in family circumstances and routine. Supporting these pupils to talk about their emotions and help in self-regulation are a key focus in the academy using the Thrive approach.</p>



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?
Phonics Catch up programme in Y3	All pupils who did not pass the phonic screening test in Y1 make accelerated progress in phonics and reading. Pupils scores in the PST increase	<ul style="list-style-type: none"> 15 pupils out of 76 entered Y3 in September having not passed the phonics screen in Y1. <p>The EEF states in Covid 19 support guide for schools:</p> <ul style="list-style-type: none"> 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.' 	<ul style="list-style-type: none"> Staff training on RWI for 3 members of Y3 team (£160 x 3) Support from DOL for Phonics Dedicated time for quality first teaching in phonics RWI books to take home and use in school 	<p>NW/LM/RC – Y3 team</p> <p>LW – Reading Lead</p>	Half termly

<p>Reading Plus online reading fluency programme</p>	<p>Pupils reading fluency and stamina increases which has a positive effect on comprehension skills in KS2 outcomes</p> <p>Identified pupils will have increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p>	<ul style="list-style-type: none"> 65% of the current Y6 cohort are not reading at the age appropriate level for fluency. <p>The EEF states in Covid 19 support guide for schools:</p> <ul style="list-style-type: none"> A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. 	<ul style="list-style-type: none"> Staff training on use of Reading Plus resource from dedicated Reading Plus development consultant. Dedicated time in class to use the programme at least 3 x a week Intervention programme for identified pupils. 	<p>Y6 team</p> <p>LW – Reading lead</p>	<p>Weekly at RAG meetings</p>
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<p>Quality First Teaching</p>	<p>Pupils will access Quality First Teaching in all classrooms which has a positive impact on the outcomes for all pupils in particular those that require gaps in learning to be reduced.</p>	<ul style="list-style-type: none"> • Assessment data indicates gaps in specific areas of maths, reading and the wider curriculum • Class teachers can use a range of strategies to improve pupil outcomes including: feedforward, small group intervention, explicit teaching, scaffolding. <p>The EEF states in Covid 19 support guide for schools:</p> <ul style="list-style-type: none"> • Great teaching is the most important lever schools have to improve outcomes for their pupils. 	<ul style="list-style-type: none"> • Increase in staffing – 1 x teacher (£19,543) and 1 PT teacher increased hours (£1500) • RAG meeting discussions with senior leaders • Assessment data used to inform priorities • Book led curriculum working party evaluations 	<p>LW</p>	<p>Half termly Weekly in RAG meetings</p>
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<p>Increased cover supervisor capacity</p>	<p>Pupils will access targeted support from Academy staff when teachers are unavailable (PPA cover, courses etc)</p>	<ul style="list-style-type: none"> • Cover supervisors directed by teachers to continue the curriculum and narrow the gap in pupils. • Pupils respond better to established staff members who know their attainment and barriers. <p>The EEF states in Covid 19 support guide for schools:</p> <ul style="list-style-type: none"> • Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. 	<ul style="list-style-type: none"> • Increased cover supervisor roles across the academy (x 4 £1000) • Assessment data used to inform priorities 	<p>LW</p>	<p>Half termly</p> <p>Weekly in RAG meetings</p>
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Supporting parents and carers with home learning and remote learning	Children will have greater access to learning at home	<ul style="list-style-type: none"> Some pupils lack the resources at home to be able to continue learning remotely. <p>The EEF states in Covid 19 support guide for schools:</p> <ul style="list-style-type: none"> Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. 	<ul style="list-style-type: none"> Purchase appropriate stationery and paper based home learning for all pupils (£1000) 	DP/LW	
Total budgeted cost:					£23,523

ADDITIONAL INFORMATION

