



‘Inspiring a Lifetime Love of Learning’

COVID-19 catch-up premium report 2020 – 2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	36
Total catch-up premium budget:	
2020-21	£1590
2021-22	£1133

STRATEGY STATEMENT

Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 11.8% or 4 children in total.

The vast majority of the disadvantaged children from Reception to Year 4 did not fully engage with the detailed online learning that the school provided.

Upon re-opening in September 2020, parents responded well to children coming back to school. None of our families withdrew their child from the school roll due to COVID-19 anxieties. Attendance was stable across all year groups in Autumn 2020.

As a staff we discussed the need for using consistent beginning of year baselines within Reading, Writing and Mathematics. The staff jointly agreed to use our progressive ladders and progression of skills document in order to have standardisation and consistency across the year groups. We agreed to carry out the baselines by the end of September 2020. The baselines revealed that writing appeared to be the area adversely affected across all cohorts of children; for the disadvantaged children areas were reading (Yr R-4), writing (YR - 4) and maths (YR-4). Intervention sessions for the children with the most significant gaps were led by a part-time teacher in the Autumn and Spring Terms (when back after lockdown). In the Summer Term, intervention is being provided by an HLTA.

The Education Endowment Foundation advises that the Quality of teaching is the single most important driver of pupil attainment and has the most significant impact. We have worked collaboratively with other local schools to enhance CPD and provision.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.
B	Children will need strategies and support which develop greater resilience and self confidence.
C	Assessing each pupil in relation to their age related expectations in Reading, Writing and Mathematics.

ADDITIONAL BARRIERS

External barriers:

D	Home learning to be developed further during this academic year to improve access to learning at home for all pupils.
E	Some pupils may have had limited access to reading materials during the summer term (2020), although the school offered book drops to pupils. Their reading ages may be lower than expected at the beginning of Autumn 2020.

Planned expenditure for current academic year 2020-2021

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?
Trainer Jennie Fellowes led whole staff training on problem solving and reasoning in maths	Improved teaching and pedagogy in maths. Improved confidence for teachers and TAs.	EEF states 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning.'	Follow up tasks and moderation with other local schools	EC	Termly
Subscribe to Read Theory and purchase guided reading books	Improved reading, children inspired to read	Reading was identified as a weakness for some children post lockdown. Read Theory is an online resource that children can use independently. Reading material is targeted to individual abilities.	Teacher tracks individual pupil reading	EC	Ongoing
Buy 'Spelling Shed' for whole school	Improved spelling, children more confident when writing	Spelling was identified as a weakness post lockdown. This scheme is targeted and has built in progression. It is online and can be accessed independently and at home.	Training, staff meeting discussions and evaluation days	EC	Termly
Total budgeted cost:					£700

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?
One to one interventions for children with gaps in their learning for reading, writing and maths	Closing the gap with other learners	EEF states: 'in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'	Assessment both as a baseline and continually to monitor progress of individual pupils.	JC	Half termly through meetings with teachers
ELSA sessions for children who need help with anxieties and behaviours because of lockdown	Children engaged with learning	ELSA supports pupils who are anxious and enables them to better engage with learning.	Regular ELSA Supervision sessions	JC	Half termly
Total budgeted cost:					£2000

Other approaches					
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	When will you review this?
Whole staff wellbeing and mental health training	Supporting mental health in pupils and staff	Mental health support needed in staff and pupils after lockdown.	Pupil and staff discussions	JC	Termly
Build water wall (parent donated), introduce daily active sessions for pupils, including new fitness trails, and continue outdoor learning activities	Supporting mental health and fitness in pupils	Mental health and physical fitness support needed in pupils after lockdown.	Pupil discussions Progression in PE skills	JC	Termly

Parents consultations with ideas and suggestions of what parents can do at home to support any gaps in learning	Closing/filling any gaps and supporting pupil mental health	EEF says '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.'	Pupil progress discussions	JC	Termly
Daily Reading with particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary	Closing/filling any gaps Engaged readers	DfE Reading for Pleasure	Pupil progress discussions and assessment	JC	Termly
Total budgeted cost: (Sports Premium funds used)					£0
