

## COVID catch-up premium report (May 2021)

### SUMMARY INFORMATION

Total number of pupils:	75
Total catch-up premium budget:	£6,000

### STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The school recognises that children have been affected by the pandemic in many different ways and the impact varies depending on their experiences, starting points and a range of other factors.

The catch-up premium is funded on a per pupil basis at £80 per pupil.

As a Trust our strategy is to re-assess pupil needs, the current situation and make adjustments to what we provide, including additional help where required, in order to prepare them as fully as possible for next year. Our aim is to help pupils recover from the impact of disrupted education. The Education Endowment Foundation support guide has offered some guidance for most effective ways to help pupils recover.

Our strategy includes:

- Providing Quality First Teaching
- Maintaining a broad and rich curriculum, adjusting it to focus on key priorities to maximise readiness for next year.
- Targeted academic support - 1:1 and group interventions including speech and language, phonics, social interaction and communication, maths and English key skills
- Providing increased specialist learning support including, SEND and therapeutic support.
- To narrow gaps created by disadvantage or negative lockdown experiences by providing targeted support and intervention including behaviour support, family support and additional 1:1 learning support.

## SPECIFIC NEEDS IDENTIFIED FOR RECOVERY

A	Reading and Phonics – Most children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their reading and some have gaps in their phonic knowledge.
B	Writing - children have lost essential practicing of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who didn't write much have had to work additionally hard on writing stamina.
C	Maths – There are some areas of maths that may not have been taught in the same depth during lockdown. Some children would have missed out on daily recall of basic skills.
D	Behaviour and social interaction – adjusting to school routines and expectations; social and communication skills; friendship issues and online safety

## Planned expenditure for current academic year (responding to identified needs above)

Need	Action	Intended Impact	Amount of 'catch-up' funding allocated
A – reading and phonics	<ul style="list-style-type: none"> <li>• Individual phonics assessments</li> <li>• Targeted reading groups</li> <li>• Targeted 1:1 reading sessions</li> <li>• Reading for pleasure &amp; library sessions</li> <li>• Intervention groups - precision teaching of phonics</li> <li>• Books and resources to engage interest at age appropriate level while at correct reading level.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing small step assessments show children are making progress with phonics.</li> <li>• Phonics assessments at end of year are at age-related expectations and if not, specific gaps are clear and targeted next year.</li> <li>• Children have access to a range of reading material online (Bugs Club) and from the library are reading regularly.</li> </ul>	£1,500

B – writing stamina	<ul style="list-style-type: none"> <li>• All classes to adopt The Write Stuff approach for delivering the teaching of writing – offers focused learning in precise chunks with a strong focus on vocabular and sentence structure.</li> <li>• The Write Stuff POW assessments used to support teachers with the assessment of writing and identify gaps and progress.</li> <li>• Handwriting intervention groups for Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• Close the gaps for children who have not been writing much during lockdown (or those who have been writing, but not independently)</li> <li>• Children are able to demonstrate age related expectations in shorter pieces and gain fluency in writing in order to be ready for expectations of next year.</li> </ul>	£2,000
C - Maths	<ul style="list-style-type: none"> <li>• Boolean Hub training to continue for 2 staff members</li> <li>• White Rose &amp; Boolean Hub resources used to support teaching of maths.</li> <li>• Short daily focused basic skills sessions</li> <li>• Targeted intervention groups focused on number.</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps are identified and targeted.</li> <li>• End of year assessments show children working at age related expectations.</li> </ul>	£500
D- behaviour and social interaction	<ul style="list-style-type: none"> <li>• Small group play support sessions</li> <li>• 1:1 Thrive sessions (&amp; resources to support the sessions)</li> <li>• Additional play support at breaks and lunchtimes</li> <li>• Social skills interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour needs are well managed and harm or serious disruption is avoided.</li> <li>• Learning is not disrupted by low level distracting behaviour.</li> <li>• Lunchtimes and breaktimes are harmonious and any conflict is quickly resolved.</li> <li>• Children with identified needs are accessing and benefiting from regular Thrive sessions</li> </ul>	£2,000