

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	103	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8,240		

STRATEGY STATEMENT

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

At Fowlmere Primary School we intend to use Catch-up Premium to close the gap which has opened up because of school closures and the need to use remote learning. We will identify those children in need of support from our own assessment systems, such as:

- Testing and teacher assessment
- Our knowledge of how well children were able to engage with remote learning
- Behaviour assessments

Our School Priorities for use of catch-up premium are:

- Supporting children to readapt to the behaviour expectations of school
- Developing writing outcomes
- Securing phonic knowledge in EYFS and Key Stage 1
- Encouraging reading
- Closing the knowledge gap in mathematics where topics have been missed

Our core approaches:

- Ensuring high-quality teaching in every classroom
- Small group tuition
- High-quality nurture provision

Our aims:

- To close the attainment gap between children’s prior and current attainment (ie caused by school closures)
- To enable all children to access learning in the classroom

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A small minority of pupils did not engage effectively in remote learning and subsequently, did not produce high quality work whilst at home
B	A small minority of pupil have struggled with the transition back to school and their behaviour impacts significantly their ability to learn effectively
C	Some pupils did not have access to regularly changing reading material in the summer 2020

ADDITIONAL BARRIERS

External barriers:

D	Most children will have been limited in their cultural contact, with many opportunities not running and venues closed
E	
F	

Planned expenditure for September 2020 – July 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?
Training and professional development to improve teaching practice through using Teaching Walk-Thrus training programme	There is high-quality teaching in all classes <ul style="list-style-type: none"> Teachers identify gaps in knowledge and adjust teaching plans accordingly 	Teaching is the most effective way to improve children's progress and support for high-quality teaching has impact on all pupils in all classes. It is therefore the most cost effective use of the premium	Lesson observations Work scrutiny Staff appraisal	PA/TS	Through the school's monitoring and evaluation schedule. Through termly pupil progress meetings £1,000
Total budgeted cost:					£1,000
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?
Additional teaching assistant time for identified children in reception and Year 1 to enable catch-up for phonics	Children are on track with phonic knowledge for their age and stage	Phonics is an essential toolkit for children's early reading and writing. Without secure phonics, children's progress in other areas of the curriculum will be adversely affected.	Intervention observations Regular phonics assessments	PA/LP	December through phonics assessment and termly thereafter £600

Small group tuition through the national tutoring programme for identified children from all year group	Gaps in knowledge and skills are closed to their prior attainment levels <ul style="list-style-type: none"> • Children are on track for expectations • Knowledge gaps are closed in maths • Writing skills are on track for expected standard 	Small group tuition in one of the EEF's most effective interventions and it has been supported by a national programme. Small group tuition allows us to target support where it is needed most. This funding could provide 12, 15 hour blocks of tutoring	Pre- and post-intervention assessments Teacher assessments Evaluation of tutoring programme	PA	At the end of each tutoring block to evaluate the effectiveness of provision. £2,250
Nurture group to support the improvement in behaviour of a small group of pupils	Children are able to successfully reintegrate back into class	Nurture is an established, and evidence-based intervention to support children whose behaviour is impacting on their learning.	Observations of group External assessments of progress Evaluation of programme at end	TS	At the end of the summer term 2021 £4,000
Total budgeted cost:					£6,850
Other approaches					
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?
Engage with pupils to identify reading materials they are currently using and enhance current stock to reflect outcomes	Current reading stock reflects children's interests – eg with magazines, graphic novels, etc.	A number of children in school struggle to engage with the materials we have in school. Improving the range of reading material in school would allow teachers to signpost children to more relevant information.	Monitor pupil use of new reading materials.	PA	At the end of the summer term 2021
Total budgeted cost:					£390

ADDITIONAL INFORMATION

When producing this report the school consulted the following to inform decision making

- Evidence from the EEF
- Registers of engagement for home learning
- Attainment data pre- and post-school closure