



Covid-19 Catch-Up Premium Report

COVID-19 Catch-Up Premium Spending Summary:

Summary Information	
Total number of pupils	106
Amount of funding per pupil	£80
Total catch-up premium budget	£8,400

Barriers to Future Attainment:

Barriers	
1	Pupil's PSC outcomes in Year 1 do not consistently reach the national average. In 2019, 27% of children left Year 1 having not achieved the expected standard in phonics.
2	The learning environment in Foundation Stage is not conducive to giving pupils an outstanding start to their journey in education. The limited amount of quality resources in provision, and the classroom design, does not allow for adult and child-led experiences which promote rapid progress for every child.
3	Current technology does not enable good and outstanding outcomes.
4	The planning and delivery of reading, writing and maths is not yet consistent through school leading to outcomes, at the end of Key Stage 2, which fall below the national average for children achieving the higher standard.
5	Given the length of time some children have been learning at home, we anticipate gaps in children's knowledge and skills, particularly in phonics, early reading and reading comprehension.

Rationale:

As a school, the Catch-Up Premium Plan has been designed to best meet the needs of our children, parents and staff. The strategy behind the plan is underpinned by evidence from the Teaching and Learning Toolkit and EEF-funded projects. Taken together, they provide a rich picture of the developing evidence base on how to improve the attainment and wider outcomes of children; never more so important than during these challenging times.

Intention of spend:

Barrier	Use of Catch-Up Funding	Cost
<p>Pupil's PSC outcomes in Year 1 do not consistently reach the national average. In 2019, 27% of children left Year 1 having not achieved the expected standard in phonics.</p>	<p>We have invested in a systematic, synthetic phonics programme (SSP) to ensure that children learn to decode accurately and to ensure that 100% of our children are on track with their reading journey. <i>EEF Toolkit 'Phonics approaches have been consistently found to be effective in supporting younger readers.'</i> +4 months progress</p>	<p>£2000 (top up cost)</p>
<p>The learning environment in Foundation Stage is not conducive to giving pupils an outstanding start to their journey in education. The limited amount of quality resources in provision and the classroom design does not allow for adult-led and child-led learning experiences which promote rapid progress for every pupil.</p>	<p>We have invested in new classroom furniture, resources and display materials to enhance the learning environment to ensure that the classroom permeates excellence and enables high-quality outcomes to be achieved for all children.</p>	<p>£2500</p>
<p>Current technology does not enable good and outstanding outcomes.</p>	<p>We have invested in 15 new PCs for the computing suite which will be used to improve children's key skills in reading, writing and maths as well as allowing them to access the computing curriculum more effectively. <i>EEF toolkit 'There is extensive evidence of positive effects across age groups and for most areas of the curriculum.'</i> +4 months progress</p>	<p>£2500</p>
<p>The planning and delivery of reading, writing and maths is not yet consistent through school leading to outcomes, at the end of Key Stage 2, which fall below the national average for children achieving the higher standard.</p>	<p>We have invested in White Rose Maths Premium Resources to support a mastery approach across school. We have also invested in Literacy Shed Plus as a means to provide engaging stimuli for reading and writing as a means to improving outcomes for all children, particularly for those targeted to achieve the higher standard. <i>EEF toolkit 'Mastery learning appears to be a promising strategy for narrowing the gap.'</i> +5 months</p>	<p>£200</p>
<p>Given the length of time some children have been learning at home, we anticipate gaps in children's knowledge and skills, particularly in phonics, early reading and reading comprehension.</p>	<p>We are investing in small group tutoring to respond to the needs of those children returning to school where gaps have been identified and baseline assessments have been made. The focus of these intervention sessions will heavily focus on phonics and reading fluency and comprehension strategies. <i>EEF toolkit 'On average, reading comprehension approaches deliver an additional six months' progress.'</i></p>	<p>£1200</p>