

# COVID catch-up premium report

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	370	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,200 received and spent in total.	£10,067 spent in the academic year 2021-2022.	

STRATEGY STATEMENT
<p>Catch-up premium will be used to:</p> <ul style="list-style-type: none"><li>• Close identified gaps for pupils in core subjects (KS1 / KS2) or prime areas of learning (EYFS)</li><li>• Enable the delivery of a recovery curriculum for pupils, both those who were remote learning and those that have been in setting through-out lock-down</li></ul> <p>Our core approaches:</p> <ul style="list-style-type: none"><li>• Provision of additional staffing to reduce group sizes and enhance staff: pupil ratio</li><li>• Ensure the delivery of a broad curriculum to all pupils</li><li>• Wherever possible ensure qualified pupils, with existing knowledge of pupils deliver catch-up</li></ul> <p>Our overall aims:</p> <ul style="list-style-type: none"><li>• To reduce the attainment gap between disadvantaged pupils and their peers</li><li>• To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li><li>• To ensure a firm foundation of knowledge on which pupils can build future learning</li></ul>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Speech and language difficulties evident from EYFS pupils – through KS1 – evidenced through lesson observations
B	Pupils lacking prior opportunities to write at length during lock-down. Many children struggling with grammar, punctuation, stamina and the high expectations required in school (proof reading, editing, choice of vocabulary). Data highlighted weakness in boys writing (in particular those in KS2) and writing in more-able pupils.
C	Maths – problem solving. Pupils have had reduced opportunities to apply their mathematics. Their verbal and written reasoning requires further development.

### ADDITIONAL BARRIERS

#### External barriers:

D	Some families have been lacking technology
E	Pupils facing a lack of engagements from parents who have not been reading with them. Staff have had limited ability to support home-learning pupils with this and fewer volunteers have been able to come into school to support.
F	Reduced focus and attention span by many pupils – requiring additional adult support to enable learning and concentration

## Planned expenditure for current academic year

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?
Letters and sounds training for all staff following on from phonics audit. £400 INSET.	All staff able to deliver high quality progressive and consistent phonics training	New staff required training. All staff need additional skills to support children working outside usual phases due to Covid impact.	Phonics training ended in assessment. JH reviewed impact of training with staff. Further required actions written into action plan.	JH/ HD	July '21
INSET release for all subject leaders to ensure foundation plans are adjusted, post Covid, to deliver broad and balanced curriculum £1,200	Plans adjusted in light of identified catch-up priorities and ready for September '21 delivery	Great teaching is the most important lever schools have to improve outcomes for their pupils. Adjustments to curriculum planning will further enhance this.	Action plans to reflect use of release time. Foundation plans aligned with target tracker and any changes made – so ready to be used by September '21.	NM	July '21
Additional mentoring and support for Early Career Teachers. NQT+1 training package purchased £1,450	QTS obtained by newly qualified teachers who had disrupted training year due to Covid-19	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.	Additional support determined by trained mentors to reflect identified needs of NQTs. Input from NQT advisor at Cambridgeshire.	RS/VT	July '21
Staff training on use of target tracker, Zoom, TEAMS, class dojo £1,300	Quality remote-teaching provided and feedback successfully used by pupils who were home-learning	Focused training on the effective use of technology	Staff able to use all new technology proficiently – so as to teach, assess and feedback	RS/VT	May '21 / September '21 as new pupils and staff join school
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?
Year 1-3 guided reading groups £3,052	Identified pupils are able to meet expected targets.	Tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Use of high quality resources e.g. Planet X. Timetabled sessions.	HD / VT	December '21 and again March '22
Targeted writing support Year 1 and 2. £2,684	Enhanced letter formation, development of fine and gross motor skills. Pencil control.	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.	Use of progressive scheme. Reviewed in July '21 and good progress made by participants. Now re-running with new cohort.	JH/ VT	December '21
Year 1 and 2 phonics booster £1,673	Identified children to attain expected phase by end of year		Use of progressive scheme. Review after six week intervention.	JH/ VT	July '21
Targeted writing support Year 4. £1,083	Increase fluency of handwriting and up-level writing through using Write Away together resources in small group.		Use of high quality resources – Write Away together and timetabled sessions.	ARD/ VT	December '21 and again March '21
Training for staff and purchase of resources – first class writing/ Catch-up literacy for Year 3 and Year 5. Delivery to KS2 pupils £2,064	Raise writing standards for identified pupils in Year 3 and Year 5	Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Ensured delivery by Cambridgeshire Local Authority qualified staff. Monitor. Track writing progression by pupils – through assessment and moderation.	ARD / VT	July '21

Training for staff to use Word Blaze resources and spelling intervention. Delivery of intervention. £492	Raise spelling standards for identified pupils in Year 6	Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.	Use of progressive scheme. Review after six week intervention	ARD/ VT	April '21
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?
Tailored provision and intervention support within Year 3 Additional HLTA to work across both Year 3 classes for a term in the morning £5,053	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress. High quality teaching supported by tailored precision taught interventions.	Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Smaller groups providing more tailored input.	Timetabled support SLT monitoring Review after six week units taught	ARD / NM	July '21
NM to deliver additional Year 6 maths	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress. High quality teaching.	Tuition delivered by qualified teachers is likely to have the highest impact.	Timetabled support SLT monitoring of provision	ARD/ NM	July '21
MD to deliver lego therapy to key pupils lacking focus and pro-social skills £1,992	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress.	UCL evaluative report / NASEN evaluation – reporting positive outcomes	Staff member having received specialist training	ARD / VT	December '21 and again March '22

VT to train as trainer in STEPS – and to ensure delivery of approach to all staff £3,200	Develop a therapeutic approach to behaviour. To promote the inseparable link between teaching, learning and behaviour.	Recommended across 8 counties, including Cambridgeshire. Positive peer report from cluster settings.	Staff member has received train the trainer accreditation	VT	March '22 and again July '22
Purchase of workbooks to support home learning £2,000	Provision of high quality remote learning, aligned to in-school teaching.	Providing educational resources to families during lockdown, with support and guidance	Parental feedback Staff feedback Evaluate use of resources post-lockdown	ARD/ JH	March '21
Additional support provided into Year 1 class with new pupil £700	Enhanced behaviour and social / emotional engagement enabling pupils to make accelerated progress.	Enhance behaviour and provision for small group of pupils with identified special educational needs	Records of observations TA SEN assessments	JH/ KH/ CM	May '21
Tutoring (ARD / LT) £1,200	Provision of tailored support and intervention	Tuition delivered by qualified teachers is likely to have the highest impact.	Timetabled sessions with LT / ARD SLT monitoring of provision	ARD / NM	July '21
Total budgeted cost:					29,200