

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	151	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£12,080		

STRATEGY STATEMENT
<ul style="list-style-type: none">• Our priorities for using the catch-up premium include key stage 1 phonics, lower key stage 2 times tables and mental arithmetic and upper key stage 2 maths problem solving strategies• Our core approach is to fund additional staff hours in order to release the class teacher to provide targeted support to specific groups of pupils. The teacher will focus on an identified area of learning/gap in knowledge missed due to school Covid closures. Funding will also be used to purchase any additional resources required for this.• Our overall aims of the catch-up premium strategy are:<ul style="list-style-type: none">o To reduce the attainment gap between disadvantaged pupils and their peerso To raise the attainment of all pupils, to close the gap created by COVID-19 school closures

Planned expenditure for current academic year

Quality of Teaching For All				
Action	Intended Outcomes	Impact	Staff Leads	Review Dates
Complete baseline assessments in the core subjects as soon as possible in the new term.	Curriculums are decided and planned early in the new term, minimising lost learning time. Teachers have a secure knowledge of their pupils' starting points, thus improving their future assessment judgements.		FL	Sept 2020
Complete pupil progress sessions each term, focussing on baseline assessment, progress made and potential to meet age related expectations at the end of the academic year.	Teachers have a secure knowledge of their children's learning journey and next steps to ensuring progress. Teachers plan timely and focussed interventions for specific pupils. As many pupils as possible reach ARE by the end of the year.		FL	Oct 2020 Feb 2021 Jun 2021
Provide teachers with additional non-contact time, to replan foundation subject and topic provision for the year. Book sports coaches to run additional physical activity sessions for each class.	Planning identifies the key objectives to teach in each foundation subject. Consideration is given to prerequisite knowledge and new learning required, given the learning time lost during lockdown periods. Pupils have had the opportunity to fill gaps in their knowledge and have secured the prerequisite knowledge and skills, ready for their next year group.		NT, DCG	Mar 2021 Jun 2021
Support teachers to review their maths planning, ensuring gaps in knowledge from lockdown periods are filled. Use White Rose track	Teachers have established the key prerequisite knowledge and skills from the previous year group (from summer term).		RC	Dec 2020 Mar 2021

back grids to identify priority objectives from previous year groups.	Pupils are secure in the key missed elements of learning. Pupils are able to move confidently and successfully into their year group's curriculum, as soon as possible.			
Adapt the whole school timetable, to adjust for pupils' long absence from structured schooling and potential well being concerns. Plan short, highly focussed lessons, gradually increasing in length and challenge, as pupils' readjust to being back in school.	Pupils are fully engaged in their learning and are able to cope with the pace and expectations. Pupil attendance is high. Pupils have ample opportunities to address their well being through physical activity, mindfulness sessions and opportunities for talk.		NT	Each month during autumn term
Ensure reading activities are an integral part of every year group's daily timetable, including individual reading with an adult.	All pupils further develop their comprehension skills, specifically inference and deduction. All pupils further develop their vocabulary knowledge. All pupils make progress and as many as possible reach ARE by the end of the year.		NT, LK	Ongoing
Total Budgeted Cost				£1,260
Targeted Support				
Action	Intended Outcomes	Impact	Staff Leads	Review Dates
Use Sept baselines and ongoing pupil progress knowledge to identify specific groups of pupils in specific year groups for 6-week interventions. Aut: EYFS - communication Aut: Yr 1, Yr 2 - phonics	Interventions are timely and highly focused on a specific gap in knowledge. Pupils in these intervention groups make rapid progress against the intended aims and catch up from lost learning time.		NT, FL	Initial and final assessments for each intervention group to track impact.

<p>Spr: Yr 3, Yr 4 - times tables/mental arithmetic fluency</p> <p>Sum: Yr 5 - reasoning and applying</p> <p>Purchase additional HLTA hours to release the class teacher to work with their intervention group. HLTA to teach the rest of the class.</p> <p>Purchase additional resources, as required, for each intervention.</p>	<p>Pupils in these intervention groups achieve expectations in national assessment and testing programs.</p>			
<p>Ensure pupils who did not engage as often as others in lockdown reading activities and those with lower attainment levels read with and to a staff member every day.</p> <p>Pupils complete Accelerated Reader assessments every term, to monitor progress and ZPD for reading book levels.</p>	<p>Identified pupils catch up with lost learning opportunities and make rapid progress.</p> <p>Pupils' reading books closely match their reading ability, with sufficient challenge in texts.</p> <p>As many pupils as possible achieve ARE by the end of the year.</p>		All teachers	<p>Dec 2020</p> <p>Mar 2021</p> <p>Jun 2021</p>
<p>Identify pupils and families who meet the criteria and would benefit from support, with the Cornwall Schools Mental Health Team.</p>	<p>Pupils and their families receive timely support, suited to their individual needs.</p> <p>Pupils' wellbeing needs are addressed, ensuring greater engagement in, and readiness for, learning in school.</p> <p>Wellbeing needs do not escalate into significant mental health episodes.</p>		FL	Ongoing
Total Budgeted Cost				£5,500
Other Approaches				
Action	Intended Outcomes	Impact	Staff Leads	Review Dates

<p>Purchase additional resources for children to use at home, to support learning in school and for any future lockdown periods:</p> <p>IXL (Trust purchase) Purple Mash/Serial Mash RM Easimaths Timestable Rockstars Rising Stars spelling Phonics Play Accelerated Reader home access</p>	<p>Pupils can access additional learning at home, most of which can be accessed independently and on a range of devices, including mobile phones.</p> <p>Pupils are more engaged in home learning and more likely to complete set tasks.</p> <p>Pupils make faster progress in school by rehearsing and revisiting learning at home.</p>		<p>NT, FL, RC</p>	<p>Ongoing</p>
<p>Monitor engagement in home learning and identify barriers. Support families with access to devices.</p> <p>Loan pupils with school chromebooks during future lockdown periods.</p> <p>Purchase additional devices in addition to Trust and Dfe issued ones, as required.</p>	<p>No pupil has a lack of equipment as the reason for disengagement with home learning.</p>		<p>All teachers, NT</p>	<p>Ongoing</p>
<p>Continue to develop staff knowledge and skills in remote learning provision and use of google classroom.</p> <p>Attend external training opportunities as and when available.</p>	<p>Staff are confident in providing an engaging, challenging and broad curriculum online, including opportunities for marking and assessment.</p> <p>Staff confidence and skills in google classroom support their management of workload and wellbeing.</p> <p>Curriculum provision is well received by pupils, where engagement is high and progress is made across all subjects.</p>		<p>All teachers, NT</p>	<p>Ongoing</p>

<p>Selected staff complete coaching and mentoring program with cluster schools, to support identified colleagues and pupils.</p>	<p>The school has highly trained individuals who support the wellbeing and performance of fellow colleagues and pupils. Staff and pupils feel supported, listened to and have a more structured approach for discussing issues, successes and future needs.</p>		<p>FL, JA</p>	<p>Ongoing</p>
Total Budgeted Cost				£4,630
Budgeted Spend to Date				£11,390