



# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	161	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£12,880		

STRATEGY STATEMENT
<p><b>Priorities:</b> To quickly identify and closely monitor the children whose attainment has fallen behind their peers. To ensure that children have the emotional support to engage fully with the school curriculum along with adequate computer technology to support their learning.</p> <p><b>Core approaches:</b> Delivery of Maths Mastery supported by resources and pedagogy of White Rose Maths Hub. Delivery of Reading fluency and comprehension supported by resources and pedagogy of Literacy Shed – Reading VIPERS. Support children who have fallen behind by training of support staff in CatchUp Literacy and Catchup Maths interventions. To ensure that chosen interventions compliment existing whole-class approaches.</p> <p><b>Overall aims:</b> To increase the attainment of disadvantaged pupils, (including those not currently eligible to PP funding) so that they can achieve positive progress figures from their KS1 attainment figure.</p>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Behaviour for Learning of disadvantaged pupils upon return from lockdowns
B	Low attendance of disadvantaged pupils
C	Gaps in previous understanding of disadvantaged pupils (particularly but not exclusive to Maths)
D	School budget pressures caused by falling roll
E	Continued staff and pupil Covid-related absence, causing disruption to classroom routines (including reintroduction of previous H & S measures to stop further transmission)
ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
F	Low levels of engagement with remote learning, by a proportion of families, during lockdown.
G	Low levels of engagement with home learning upon return from lockdown.
H	Continued socio-economic pressures on local families and children.

## 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?
To increase the access to iPads being used across all subject areas, including home learning.	iPads accessed by all children during lesson time. Staff skilled in effective practice and devices used well to enhance curriculum and allow for accelerated learning.	EEF – Use of digital technology	Engage with IT support provider to ensure value for money. To provide training opportunities to teaching staff in effective use of technology. To monitor usage in lessons. Pupil Interview Subject monitoring	A Beattie/ S King	Review termly (Dec)
To enhance the current stock of reading materials made available to wider students and children completing the CatchUp Literacy program.	Staff skilled in support reading fluency and comprehension Children have well established strategies to support themselves whilst reading challenging texts. Children are stimulated about the types of books on offer.	EEF – Improving Literacy in Keystage 2. Literacy rationale established using recommendation offered in EEF – Imp Lit document.	Liaise with subject leader about gaps in reading material Liaise with support staff managing the intervention to ensure that the children are adequately resourced and challenged.	A Beattie/ K Foye	Review termly (Dec)
To ensure that subject leaders are offered time to monitor the impact of their strategic intentions.	Staff are offered a chance to review books, meet with children alongside governors and senior leaders		Offer sufficient time for subject leaders to monitor the effectiveness of the curriculum in their subject area. This to be done alongside governors and senior leaders.		
Total budgeted cost:					£773.20 (Books) & £2998.80 (iPads) = £3772

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?
To train support staff to effectively deliver CatchUp Literacy	Children who have fallen behind in their reading are quickly identified and supported to read fluently and understand more complex texts.	EEF validate the evidence of the success of this intervention.	<p>Ensure time is offered to complete 3 day training course.</p> <p>Ensure that support staff have access to a wide range of stimulating reading material.</p> <p>To timetable sufficient time to deliver the training to those children in need</p> <p>To liaise closely with support staff to monitor impact closely via school tracking system.</p>	A Beattie/ K Foye	Termly (Dec)
To train support staff to effectively deliver CatchUp Maths	Children who have fallen behind in their Maths are quickly identified and supported to develop sound understanding of number, calculation and shape.	EEF validate the evidence of the success of this intervention.	<p>Ensure time is offered to complete 3 day training course.</p> <p>Ensure that support staff have access to a wide range of visual/concrete representations needed to deliver intervention correctly.</p> <p>To timetable sufficient time to deliver the training to those children in need</p> <p>To liaise closely with support staff to monitor impact closely via school tracking system.</p>	A Beattie/ S King	Termly (Dec)
				Total budgeted cost:	£0 (Financed from alternative funding source)

<p>To arrange a 2 x 15hr block of remote tuition through White Rose Maths Hub &amp; Tute</p>	<p>To ensure that intervention provided through NTP program supplements the delivery of daily Maths &amp; English lessons</p>	<p>White Rose Hub/Tute chosen as tuition providers so to supplement pedagogy of daily Maths &amp; English lessons.</p> <p>Subsidy through the National Tutoring program make this a cost-effective way of accessing this support.</p> <p>St James Maths &amp; English Rationale reviewed against recommendations offered in EEF – Improving Maths/English in Keystage 2</p>	<p>Through close scrutiny of our tracking system, ensure that the correct children are identified and grouped appropriately.</p> <p>To monitor attendance and offer incentives to attend.</p> <p>To communicate the importance of the initiative correctly with parents &amp; children.</p> <p>To ensure access to appropriate technology and ensure school broadband/server/band with is able to support this program.</p> <p>To liaise closely with WRH to monitor delivery and impact closely via school tracking system and observation of practice.</p>	<p>A Beattie/ S King/ K Foye</p>	<p>Termly (Dec) &amp; Repeat Spring (English)</p>
<p>To support the emotional wellbeing through targeted support delivered by ELSA, support staff and local charity workers</p>	<p>To ensure that children who are suffering with the emotional impact of Covid and school closures are supported well to allow them feel safe and happy in school and be in a mindset conducive to learning.</p>		<p>To appropriately fund cover costs for attendance of HLTA to complete ELSA training and subsequent follow up review training.</p>	<p>A Beattie/ C Glaister</p>	<p>Termly (Dec)</p>
<p>To support the engagement of home learning of our disadvantaged pupils</p>	<p>To ensure that children have adequate technology, time and adult support to allow them to engage well with home learning.</p> <p>To ensure that the attendance of disadvantaged pupils is in line with their peers.</p>		<p>Lesson observation</p> <p>Intervention observation</p> <p>Pupil Interview</p> <p>Engaging with families of disadvantaged pupils.</p>	<p>A Beattie</p>	<p>Termly (Dec)</p>
<p>Total budgeted cost:</p>					<p>£9108</p>

#### ADDITIONAL INFORMATION

- The review of this document and the success of targeted interventions contained within it will be reviewed in the termly cycle of governor monitoring and termly full governors meetings.
- School will use its own bespoke tracking system to monitor impact as well as subject leaders sharing analysis of their monitoring activities.