



COVID Catch-up Premium Report 2020-2021

SUMMARY INFORMATION

Total number of pupils:	185	Amount of catch-up premium received per pupil:	£80	
Total catch-up premium budget:	£14,800	% of pupils targeted across the school: Up to 52% (96 / 185)	Number of disadvantaged pupils in Y3 & Y4: 19	Total of disadvantaged pupils across the school: 45 % Disadvantaged being targeted: 42%

STRATEGY STATEMENT

School's catch-up priorities:

- Entry data (Sept 2020) identified that a large group of pupils in Y3 & Y4 had irregular gaps in core subjects as well as a lack of phonological recall and knowledge.
- This learning deficit, will not only impact on English and maths, but will impede and influence the lack of achievement and progress in other subjects.
- Therefore, it is essential for the school to address the shortfall, using the catch up programme funding, and as a result, employ an experience teacher to deliver targeted intervention.
- The targeted intervention takes place daily and in the morning sessions, focusing on each class per day and then on Friday it focusses on further phonic learning support.
- The groups of children are in class bubbles and identified by those that should be on track, but due to COVID – 19, they have regressed considerably (on average a deficit of 1yr ref: pupils' entry assessment data Sept 2020)
- Targeted intervention covers the following:
 - Phonics teaching
 - Reading domains skill based learning
 - Writing – basic grammar and writing skills
 - Maths - place value and number skills.
- These sessions are fluid and children are targeted according to need and not static within a group.
These sessions work alongside the teachers' planning and adapted in order for the child to access current classwork learning.
- The overall aims of the catch-up premium strategy, are as follows:
 - To ensure that children who should be on track are on track.
 - To reduce the attainment gap between disadvantaged pupils and their peers.
 - To raise the attainment and progress of all pupils to close the gap created by COVID-19 school closures
 - To ensure that children regain confidence in their learning and celebrate success.

Barriers to learning

- The school is situated in the 10% highest deprivation within the county.
- Y2 transition visits into CWJS during COVID -19 school closures meant that normal pre-assessments by staff were hindered. This meant that the normal practice of face to face meetings with pupils, parents and infant staff were limited.
- No KS1 assessments for the school to forecast potential standards and targets for new Y3 cohort.
- The average child in Y3 & Y4 is a year behind their expected progress based on September baseline entry data 2020.
- Attendance and engagement throughout lockdown was for some children inconsistent.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	It is becoming increasingly evident that Phonics retention and recall by new Y3 children entering CWJS, is an increasing problem and has been further exasperated by COVID-19 school closure during March – July 2020.
B	A weakness in children's long term memory on prior learning and knowledge to recall and use in lessons.
C	33% SEND needs in Y4 as well as 6% High Needs.

ADDITIONAL BARRIERS

External barriers:

D	Home Learning environment: children who have not engaged during March – July. As well as different expectations of schools during this period.
E	Class teachers absence– 16 days across 3 classes in Lower Key Stage 2
F	Willow Class Y4 teacher absent for 12 weeks during the Autumn Term 2020
G	An increase of attachment and anxiety needs following lockdown.

Planned expenditure for current academic year £14,800

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?
Implement a Phonics Catch up programme in lower Key Stage 2 classrooms.	<p>That all children in Y3 & Y4 have good phonological knowledge.</p> <p>Phonic assessments identify that pupils are on track and Reading progress and attainment improves.</p>	<ul style="list-style-type: none"> Entry data confirms that there is a phonic deficit for Y3 and Y4 pupils. 	<ul style="list-style-type: none"> Experienced teacher employed to deliver morning interventions in small tuition groups. SLT to monitor V Malkin's assessments and feedback. SLT to analyse data from targeted pupils. 	V Malkin	Jan 2021
Missed learning as a result for COVID- 19.	Pupils' attainment in Reading, Writing and Maths demonstrates good progress.	<ul style="list-style-type: none"> Entry data in Sept 2020 confirms that the average pupil is a 1yr behind in R/W/M. 	<ul style="list-style-type: none"> Experienced teacher employed to deliver morning interventions in small tuition groups. SLT to monitor V Malkin's assessments and feedback. SLT to analyse data from targeted pupils. 	V Malkin	Jan 2021