

## Covid Catch-up Premium 2020 - 2021

### School Overview

Number of pupils in school YR – Y2 (Oct 19 census)	180
Catch-up Premium allocation (No. of pupils x £80)	£16 800
Publish Date	November 2020
Next review date	January 2021

The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people. The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch up support needed to make substantial progress by the end of the academic year.

Priority area	Rationale	Action taken	Funding allocation	Assessment of impact	Review
Phonics and early reading	Phonics baselines in September identified that most children in Key Stage 1 were behind age	Dedicated LSA working with Key Stage 1 children providing dedicated 1:1 and small group	£6 000	Half termly tracking.	70 % Year 1 Passed  Further training for all staff in Autumn Term 2021

	related expectations for phonics.	intervention. Same day intervention and Precision Teaching will be used.		End of year phonics screening to reach at least national average.													
Dedicated SEMH interventions	A small number of children have experienced difficulties settling back into school - some related to bereavement.	Extended capacity for ELSA support.	£3 600	Children fully settled and accessing their learning.	All children who took part in ELSA sessions were able to access learning in class more focused. Register reviewed and children taken off when achieved												
Closing gaps in core subjects in Key Stage 1	Class teachers have identified gaps in basic skills (reading, writing and maths).	Dedicated LSA to support children on a 1:1 or small group basis to reduce gaps in core subjects. Same day intervention and Precision Teaching will be used.	£7 200	Tracking from baseline of identified skills will show accelerated progress.	Year 2 In all core subjects progress was made Accelerated progress measured by above expected <table border="1"> <thead> <tr> <th></th> <th>Progress</th> <th>Above average progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>87%</td> <td>83%</td> </tr> <tr> <td>W</td> <td>73%</td> <td>57%</td> </tr> <tr> <td>M</td> <td>87%</td> <td>35%</td> </tr> </tbody> </table>		Progress	Above average progress	R	87%	83%	W	73%	57%	M	87%	35%
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### **Monitoring and review**

- Termly progress meetings with Class Teachers
- Termly report to Governing Body

Date drafted	Autumn 2020
Author	HW
Version	Autumn 2020
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