



# COVID catch-up premium report

Ridgewell C of E Primary School

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils in school:	64	Amount of catch-up premium received per pupil	£80
Total catch-up premium budget:	£5120		

### STRATEGY STATEMENT

**Not all funding was allocated at the start of the academic year 2020 – 2021. We will regularly review provision to identify needs throughout the academic year and will then allocate the premium as appropriate. As such, this is a live document and will alter throughout the course of the year.**

**Our school's priorities for reintegration and 'catch up' following Covid Lockdown, are to;**

- **Ensure our children's wellbeing is the highest priority**
- **Re-establish relationships in our school community in the transition back to school**
- **Rebuild children's confidence as learners through developing their learning to learn skills**
- **Identify children for whom lockdown has impacted most in terms of attainment – e.g. some of our disadvantaged children, SEN, younger summer born children.**
- **Further reading fluency and stamina**
- **Re-build and develop stamina in writing**
- **Rebuild fluency in arithmetic and securing number skills**

## Barriers to learning

On returning to school in the Autumn term, we gently carried out initial baselines through assessed samples of work, followed by mid-term assessments to identify where our children were in their learning and identify any gaps that had developed. Some of these were previously identified curriculum coverage-based gaps or areas needing to be revisited by whole cohort. These have been factored in to curriculum planning as part of provision, using our reintegration curriculum.

Working with the class teachers and SENCo, we ascertained which pupils would benefit from targeted support and intervention, linked to the specific circumstances of individual children, or groups of children.

Guidance was sought from the EEF when considering the approaches to take with intervention for children gaining support from this catch-up fund.

Attendance for pupils returning to school in the Autumn term was 96%.

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: Areas identified for targeted support

A	Math's Skills – tackling challenges and word problems
B	Reading Comprehension – resilience
C	Precision Teaching of Spellings
C	Precision Teaching of times tables
D	Literacy Skills – writing resilience, stamina and accuracy
E	Metacognitive Learning

### ADDITIONAL BARRIERS

External barriers: Life Skills

F	Life Skills – identified SEN/PPG children who need specific intervention
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## Planned expenditure for current academic year

Much of what we do to support reintegration and 'catch up' is linked to our pastoral support and Quality First Teaching including robust and timely assessment to inform future provision. To allocate the expenditure of this 'catch-up' grant, a timetable of intervention was created to meet the needs of the individuals, with the catch-up premium money allocated to increase the hours of an experienced member of staff who could run these interventions gradually over the year, until the end of the summer term. This, we felt would support these children with their learning over a long enough period of time for it to have a lasting impact.

The following is an outline of how we have deployed the additional Covid catch up funding to address gaps and support reintegration.

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?	Cost	When will you review this?
<p><b>Experienced teacher/SENCo employed for an extra 8.5 hours of support a week for 28 weeks, through to Summer 2.</b> Timing of sessions- adaptable, working alongside class teachers.</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>– Reading fluency and stamina and reading comprehension resilience.</li> <li>– Precision teaching and life skills Vulnerable/SEN</li> <li>– Writing – basic grammar, punctuation and sentence structure 1:1/small group</li> <li>– Spelling/copying/literacy skills/metacognitive learning</li> <li>– Precision teaching of spellings and times tables</li> <li>– Precision teaching of times tables and resilience with problem solving</li> <li>– Working with class teachers to help set up continued support for certain children</li> </ul>	<p>Reading fluency improves in targeted children</p> <p>Writing accuracy improves in targeted children</p> <p>Metacognitive learning teaching targets children</p> <p>Children with significant delay are well supported with intervention programmes going forward</p>	<p>School level assessment MAT and LA research and findings</p> <p>EEF The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning.</p> <p>In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</p>	<p>Pre and post assessments</p> <p>Intervention programmes developed</p>	<p>£6119.94 (additional £519.94 budgeted to support catch-up)</p>	<p>On-going Evidence gathered from:</p> <p>Pupil Progress mtgs, class assessment data,</p> <p>Work samples</p> <p>PPG and SEN soft data reports,</p> <p>Pupil Asset data,</p> <p>Parent consultations</p> <p>Pupil voice,</p> <p>Engagement level during lockdown,</p> <p>Quality and quantity of work completed during lockdown</p>

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?	Cost	When will you review this?
Cover for class- Additional teacher hours to free class teacher to work with targeted children support very regular interventions on 1:1 basis to consolidate key skills	Children disadvantaged by lockdown- who need very regular practice and intervention to consolidate and embed learning are well supported to do so – and gap is further closed. Extra time with class teacher greater enables the identification of other barriers.	EEF research & Class Teacher knowledge of children's specific barriers. External research evidence as above.		Included in above costing	Summer term 21