

Thurgoland CE Primary COVID Catch-up Premium Report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	202	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16000		

The school's catch-up priorities

The overall aims of the catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils, closing the gap created by COVID-19 school closures

Curriculum

The whole curriculum will be taught from September. Key knowledge and vocabulary that has not been taught due to school closure have been identified. Teachers have adjusted their planning to enable them to include this key knowledge in future teaching. First Wave quality teaching will enable pupils to make progress in the areas missed, and support is given to teachers in the form of CPD, coaching and the provision of additional resources.

Assessment

Ongoing assessment through September and formal baseline assessments in October will highlight specific areas of difficulties and this will inform ongoing planning. End of term assessments will continue in Key stage 2 throughout the year to monitor progress.

Targeted Support for Individuals and Small Groups

School leaders and teachers have identified pupils requiring additional support. Several factors were considered, including prior attainment, engagement in homelearning and general attitudes to learning. Disadvantaged pupils and those who had previously worked above expected levels and who are now at expected have also been identified.

The catch up programme being delivered is based on formative and summative assessment carried out in the autumn term.

The programmes cover key knowledge and vocabulary in maths, reading and writing. There is also a focus on improving pupils' attitude to learning, for example developing their confidence and stamina. Specific programmes are dependent on the need identified in each cohort.

Teachers and teaching assistants will deliver this program to pupils from their own classes, which will allow them to adapt the programmes to ensure that they best meet their pupils' needs.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Phonics knowledge and skills in early years.
B	Gaps in maths and spelling and grammar knowledge.
C	Gaps in vocabulary across the curriculum.

ADDITIONAL BARRIERS

External barriers:

D	A very small number of pupils did not engage with the remote learning during the partial closure of school.
E	Lack of resilience and stamina for learning due to partial school closure.
F	Lack of readiness for learning in early years due to lack of attendance at nurseries.

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?
Embedding use of concrete, visual and abstract approach to ensure mastery of maths knowledge	<p>Pupils have secure number fluency and can apply in problem-solving tasks</p> <p>Increase % pupils achieving expected levels from October baseline</p>	<p>EEF's COVID-19 support guide for schools</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning</p> <p>Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p>	<p>CPD for teachers and teaching assistants in concrete visual abstract approach in maths</p> <p>Maths subject lead continuing to engage in teacher Research Group, focusing on embedding Teaching for Mastery</p> <p>Monitoring such as lesson planning and resourcing, work sampling, staff discussions</p>	Deputy head teacher and maths coordinator	December 2020 March 2021
Provision of additional concrete resources	Pupils use manipulatives independently to support understanding	Purchase of additional manipulatives for maths lessons	Evidence that these are being used in lessons regularly through monitoring	Maths lead	December 2020 March 2021
Total budgeted cost:					£600
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?

Extension of school day - Teachers booster groups before or after school provided by the class teachers	Gaps in key skills and knowledge in maths, reading ,writing 42 pupils from Year 3 to 6 to access this support in autumn term	EEF's COVID-19 support guide for schools Tuition delivered by qualified teachers is likely to have the highest impact.	Programme to be delivered by class teachers Progress on pupils will be monitored by individual teachers and SLT following data analysis at the end of the term	Head and deputy head teacher Class teachers	December 2020
Phonics catch up for KS 1 pupils	Additional phonics intervention for specific groups will bring pupils in line with expectations for the year group	EEF's COVID-19 support guide for schools Tuition delivered by qualified teachers is likely to have the highest impact.	Phonics lead to monitor – analysis of phonics assessments	Phonics lead	December 2020 February 2021 April 2021
Improve communication and language skills		NELI programme as supported by EEF	Monitoring by EYFS lead	EYFS lead	Spring 2021
Total budgeted cost:					£12000
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?	Staff lead	When will you review this?
Introduce a learning platform to support home learning	Engage parents in supporting pupils with homelearning including homework and reading	Used successfully by other schools	Monitoring of the use of the platform by SLT Parent questionnaire Pupils voice via school council	SLT	January 2021
Teacher Ipads and webcams for blended learning	Teachers can deliver home learning and give feedback efficiently	Appropriate hardware is vital to enable teachers to provide blended learning or home learning if bubbles close	Monitoring of blended learning by SLT	SLT	January 2021

Total budgeted cost:	£1500
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ADDITIONAL INFORMATION

Termly attendance reports

Termly data analysis including progress from October baseline assessment