

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	591	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£47,280		

STRATEGY STATEMENT

Our Philosophy

We are fully committed to providing opportunities for all pupils to succeed and to provide the necessary interventions to ensure that success is experienced by all. We aim to bridge the gap for pupils where COVID-19 has potentially meant that the gap with their peers has widened, in order to enable them to flourish.

How we will allocate funding:

Employ additional teachers (Jan 2021 – delayed until March 2021) to target eligible pupils during 1-1 tuition and small group interventions (Y2, Y6, Y4), and by reducing class sizes further in Y5 / 6

The overall aim of our catch-up premium strategy:

To raise the attainment of all pupils to close the gap created by COVID-19 school closures within particular year groups where catch up support has been clearly identified as a need. This will also include a focus on their emotional wellbeing which in turn will impact their educational outcomes.

Barriers to learning

We have used the following data sources to help identify barriers to attainment in Ayresome Primary School:

- › Internal assessment and reporting software; linked to Anthony Conlin's data reporting from baseline assessments
- › Staff, pupil and parent consultation
- › Attendance records

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Low starting points on entry to school, particularly within Literacy
B	SEMH issues in particular with boys within Y4 cohort
C	English as an additional language with minimal or no, previous educational experience
ADDITIONAL BARRIERS	
External barriers	
D	For some children, minimal support from home environment to support with learning at home whereby parents do not value education
E	For some children, lack of access to digital devices at home to support with remote learning where necessary
F	

Planned expenditure for current academic year (from Feb 2021)

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?
All teachers access continued support for Curriculum pedagogy across all subjects	Pedagogy in teaching a broad and balanced Curriculum improves in all areas	Staff feedback shows that some areas of the Curriculum are not as well developed as others, therefore training in place re subject intent for each Curriculum area	Curriculum leader spending a day per cohort ensuring that Curriculum per year group and per subject is fit for purpose, relevant and streamlined	Curriculum lead – Libby Lavelle	Spring term once all staff meetings have taken place
Total budgeted cost:					£0
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?

<p>Additional teacher appointed to allow for an additional class of smaller sizes within Year 5</p> <p>£19,915</p>	<p>Progress is visible for all children in core subjects through small step planning and use of AFL</p>	<p>Data / SEMH needs within Year 5 cohort; due to missed opportunities within Year 4 and further lockdown / baseline data from Sept 2020 shows minimal progress from KS1</p>	<ul style="list-style-type: none"> - Clear teaching group to reduce class sizes - Support through coaching and mentoring from SLT to develop teaching and learning - Planning for English and Maths supported by English / Maths leads and Trust School Improvement (Heather Jackson) - Varied lesson structures to feed prior days AfL into the next lessons. With smaller class sizes, teachers can personalise that learning more through quality first teaching 	<p>Amy Goring / Rebecca Corcoran as NQT mentor</p>	<p>Half termly</p>
<p>Additional teacher appointed to allow for intervention with Year 6</p> <p>- £27,858</p>	<p>Progress is visible for all children in core subjects through small step planning and use of AFL</p>	<p>Data / SEMH needs within Year 6 cohort / baseline data from Sept 2020 shows minimal progress from KS1</p>	<p>Additional teacher will either:</p> <ul style="list-style-type: none"> - Develop intervention on pm for targeted groups / individuals - Release class teacher to deliver targeted intervention - Varied lesson structures to feed prior days AfL into the next lessons. With smaller class sizes, teachers can personalise that learning more through quality first teaching 	<p>Libby Lavelle as Phase Lead</p>	<p>Beginning 1st March</p>

Targeted intervention to specified children in Y2 (due to pregnancy in Y2, some time from Y2 teacher working from home, used to deliver intervention to Y2s - £15,996	Progress is visible for all children in core subjects through small step planning and use of AFL	Data from baseline data from Sept 2020 shows less progress than is acceptable for some groups of children	Cover overview ensures that there are 3 days of protected slots for teacher to teach groups / individuals remotely in order to support learning within Year 2	Impact monitored in PPR	8 th March start date
Total budgeted cost:					£63,769
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?
Resources for supplementing continuous provision in Year 1	Continuous provision for Year 1 children helps support their play and learning where gaps were missed from March 2020 lockdown	Year 1 missed a lot of opportunities for play and due to their low starting points need opportunity to develop these skills	Provision is observed in practice as being engaging Improvements in learning for children will ensure that children are well prepared for the next stage of their education	Sarah B (with support from Trust Deputy School Improvement – PK)	Easter
					£3,000
Total budgeted cost:					£66,769