

COVID catch-up premium report – updated Summer 21

Colne Engaine C of E Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	111	Amount of catch-up premium received per pupil:	£73.50 per child
Total catch-up premium budget:	£8,160		

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, as identified on our School Development Plan, 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
- Reduce attainment gap for children on whom lockdown has impacted most – 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 September, we made careful 'low stakes' assessments of where our children were in their learning, to identify the 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.

Some were linked to the specific circumstances of individual children, or groups of children.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Learning behaviours have become less robust over lockdown
B	Phonics attainment in KS1 has been impacted as progress has slowed over lockdown
C	Writing resilience and stamina has reduced
D	Reading attainment has reduced – fluency and stamina

ADDITIONAL BARRIERS

External barriers:

E	Home learning environment – e.g. lack of IT infrastructure / equipment/confidence
F	Home learning environment – e.g. parents/carers juggling working from home with home learning classrooms

Planned expenditure for academic year 20-21 and 21-22

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. This does not involve any extra planned expenditure.

Our early intervention strategies, pastoral support, speech and language provision and other interventions and strategies are impacting on wellbeing, reintegration and ‘catch up’ but these too are part of pre-existing planned expenditure. Therefore the following is an outline of how we have deployed the additional Covid catch up funding, rather than an exhaustive list of all of our strategies 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>Re-deployment of teacher 3 days a week for 6 weeks (pre maternity leave) - to focus on</p> <ul style="list-style-type: none"> -phonics support and catch up 1:1 / small groups -reading fluency support 1:1 / small group -writing – basic grammar, punctuation and sentence structure 1:1/small group -setting up programmes for children where needed for continued support <p>-Deliver high quality staff CPD to support development of phonics expertise into KS2</p>	<p>Accelerated progress in phonics in KS1</p> <p>Y2 Phonics check positive outcome secured for all who were on track pre-lockdown</p> <p>Reading fluency improves in targeted children</p> <p>Children with significant delay are well supported with intervention programmes going forward</p> <p>Staff expertise in teaching phonics improved</p>	<p>School level assessment</p> <p>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. 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>Staff confidence and expertise audit</p>	£4842	<p>July 21</p> <p>Y2 Phonics check – 83% - beyond pre-covid expectations.</p>

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Additional TA hours to support very regular interventions on 1:1 basis to consolidate key skills 3 days x 1.5 hours weekly	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	School level assessments External research evidence as above.		£393 to end of Aut term £1000 Summer term 21 £1925 21-22 academic year	July 21 Impact intervention analysis demonstrates positive impact on literacy and numeracy key skills/ This has now been extended for academic year 21-22, using remaining balance.