



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	289 for first payment / 312 for second and third payments	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24,960		

STRATEGY STATEMENT
<p>Following the full reopening of the academy in September, all KS1 children were assessed in Reading, Writing and Maths to provide baseline information for planning. EYFS children were assessed as usual for baseline within the first six weeks. Baseline data was analysed to identify key priorities for the academy in the coming academic year.</p> <p>Teachers also took time in the first few weeks of reopening to identify any social, emotional or mental health needs of the children, or SEND concerns that had arisen over lockdown.</p> <p>Catch up Priorities</p> <ul style="list-style-type: none"> • Communication and Language, particularly in EYFS • Raising attainment and progress in Reading in KS1, leading to improvements in Writing • Supporting children with SEMH needs related to Covid <p>Core approaches and how these will contribute to helping pupils catch up missed learning</p> <ul style="list-style-type: none"> • Training for TAs in NELI across EYFS to support children with Communication and Language • Training for two TAs in KS1 to run the 'Switch on Reading' intervention, targeting children who have fallen behind • Reading books to support the Reading intervention across KS1 • Additional LSA support for SEND children to improve progress <p>Overall aims of the catch-up premium strategy:</p> <ul style="list-style-type: none"> ○ To reduce the attainment gap between groups of learners across EYFS, Year 1 and Year 2, with progress being in line with children from similar starting points ○ To improve outcomes in Communication and Language at the end of EYFS ○ To improve outcomes in RWM at the end of Year 1 and Year 2 ○ To ensure that SEND children make good progress across the year



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of Communication and Language in EYFS, particularly in Listening and Attention, and in Understanding
B	Lower starting points at the beginning of this year for children in Literacy and Numeracy across Year 1 and 2
C	Lower starting points at the beginning of this year for SEND in Literacy and Numeracy across Year 1 and 2
ADDITIONAL BARRIERS	
External barriers:	
D	Periods of absence due to Covid issues
E	Lack of technology at home to support home learning
F	Home issues or complications caused by Covid



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?
Additional TA time in class for Year 1 to enable smaller focus group learning	Improvements in outcomes and progress across the year group £5412	Smaller groups and more adult support will ensure a better transition from EYFS to Year 1. Focus groups will ensure more targeted support is available, especially during core learning.	Ensure adult support is well planned and is targeted to meet the needs of the learners Monitoring by SLT through lesson observations, work scrutiny and data outcomes to measure success	CC	Monitoring will take place throughout the term, with half termly analysis of outcomes by SLT
Additional LSA in EYFS from Jan 2021 to support children having difficulties accessing learning	Additional LSA support will enable children to access learning more successfully, with smaller groups providing targeted support where needed £11490	Monitoring of current adult support has shown a need for an additional LSA. This support will enable more success in learning across EYFS.	Monitoring of outcomes and progress across EYFS in Spring to assess learning outcomes and progress	CC	Review at the end of Spring 2021 to assess success of additional support
Total budgeted cost:					£16902
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?
Introduce Nuffield Early Language Intervention for EYFS children	<p>Communication and Language outcomes will improve across EYFS</p> <p>Differences in attainment identified with baseline assessments will be reduced</p>	<p>Baseline assessments have identified lower starting points for Communication and Language when compared to previous years.</p> <p>Specific differences in attainment have been identified between boys and girls, and PPG children and peers.</p>	<p>Monitoring of intervention through observation and data analysis</p> <p>Use of Provision Map to track progress</p>	VD	Review half termly to ensure progress is being made
Introduce Switch On Reading intervention into KS1	<p>Improvements in progress and outcomes for Reading across KS1</p> <p>Differences in attainment identified with baseline assessments will be reduced</p> <p>TA time £8008</p> <p>Resources £50</p>	<p>Baseline assessments have identified gaps in learning for Reading across KS1.</p> <p>Specific differences in attainment have been identified between boys and girls, and PPG and peers.</p>	<p>Monitoring of intervention through observation and data analysis</p> <p>Use of Provision Map to track progress</p>	VD	Review half termly to ensure progress is being made
				Total budgeted cost:	£8058
				Overall Budgeted Cost	£24960



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?
Total budgeted cost:					

ADDITIONAL INFORMATION
<ul style="list-style-type: none"> • Internal assessment using Target Tracker and Teacher Assessment have been used to baseline assess children, and will be used to support monitoring processes • Interventions have been selected using the EEF website to ensure effectiveness