

COVID-19 catch-up premium report

In the document linked below, we outline how we are spending the additional catch-up funding provided by the government in September William Fletcher Primary School.

The expected total is £21,760

Our plan is focused on the following aims:

- Closing the attainment gap for disadvantaged pupils and other pupils in reading and writing for children in Key stage 1 and 2.
- Ensuring accelerated progress in writing over time for all pupils in Key Stage One and Two.
- Ensuring accelerated progress in language development for children in EYFS.
- Ensuring gaps in maths knowledge from previous year's learning are closed and all children are ready to access next years (2021-2022) learning.

SUMMARY INFORMATION

Total number of pupils: 271

Amount of catch-up premium received per pupil: £80

Total catch-up premium budget:
Expected total £21,760

STRATEGY STATEMENT

- Closing the attainment gap for disadvantaged pupils and other pupils in reading and writing for children in Key stage 1 and 2.
- Ensuring accelerated progress in writing over time for all pupils in Key Stage One and Two.
- Ensuring accelerated progress in language development for children in EYFS.
- Ensuring gaps in maths knowledge from previous year's learning are closed and all children are ready to access next years (2021-2022) learning.
- Support children who display feelings of anxiety due to the pandemic.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor language development for children in EYFS
B	Gaps in children's mathematical knowledge
C	Loss of learning behaviours making sustained concentration to edit and improve independent writing challenging

ADDITIONAL BARRIERS

External barriers:

D	Attendance of children with SEND and pupil premium children below the expected level
---	--

E	Absence of technology or poor wifi connectivity at home which prevents children unable to access home learning during a national lockdown, bubble closure of the need to self-isolate.
---	--

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 reading intervention for children in year 2, focusing on children who will benefit from additional reading/phonic teaching in order to be ready to access the English curriculum in year 3.	The small group tutoring will enable the children to make good progress in reading	<p>There is extensive evidence from EFF regarding the impact of high quality one to one and small group tuition as a catch up strategy. Classteachers through their diagnostic teaching have identified the children who would best benefit from taking part in such reading support.</p> <p>Tuition has been bought in through the National tutoring programme and will follow the Reading Quest intervention for a period of 10 weeks.</p>	Key Stage 1 lead will monitor progress	Key Stage 1 lead Headteacher	Half-termly

<p>Additional intervention groups for invited children to take place either before the start of school or after school. These groups led by school staff will focus on key learning areas in English and maths depending on need.</p>	<p>The small group tutoring will enable the children to make good progress in English and maths</p>	<p>There is extensive evidence from EFF regarding the impact of high quality one to one and small group tuition as a catch up strategy. Class teachers through their diagnostic teaching have identified the children who would best benefit from taking part in sessions offering additional support.</p> <p>Children will have different areas in their writing to develop and focus on improving eg handwriting, spelling, sentence construction, vocabulary choices.</p> <p>Children will have different areas in mathematics to develop further eg problem solving, times tables, mental strategies or specific areas such as fractions, long division.</p> <p>Staff through diagnostic teaching will identify who these children are, they will be invited to attend additional sessions beyond the school day.</p>	<p>Deputy headteacher and Assistant headteacher will monitor progress.</p> <p>SLT will carry out book scrutiny's termly</p>	<p>Assistant headteacher (English)</p> <p>Deputy headteacher (maths)</p>	<p>Half-termly</p>
---	---	---	---	--	--------------------

Additional maths intervention in years 4 and 6 (weekly 1:1 tuition)	1:1 tuition will enable the children to make accelerated progress	<p>There is extensive evidence from EFF regarding the impact of high quality one to one and small group tuition as a catch up strategy.</p> <p>Class teachers have identified children who would benefit from additional maths teaching which focus on identified areas where the child has a misconception or needs additional opportunity to explore the learning.</p> <p>Tuition has been bought in through the National tutoring programme and will follow the Third Space maths intervention for a period of 10 weeks.</p>	<p>Weekly feedback from tutors mapping each child's progress.</p> <p>Maths lead to share with class teachers</p>	Deputy headteacher	Half-termly
HA children in key stage 1 and LA LKS2 writing intervention	These children quickly re-establish learning behaviours and improve editing skills in writing	<p>There is extensive evidence from EFF regarding the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>Staff who are currently working at home due to COVID will work remotely with small groups of children to develop writing skills.</p>	SLT to review work in children's books	Headteacher	Half-termly
Total budgeted cost:					£14,500
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?

Specific language support for children in FS	Children to make accelerated progress and meet GLD by the end of the year.	Talk boost – a speech and language intervention delivered by trained members of staff in school. The programme improves the speaking and listening skills of children.	Observations and monitoring carried out by SENDCo	SENDCo	Termly
Planned actions 2021-2022 Additional TA/ teaching hours to provided 1:1 and small group tuition as out lined above in maths and english for children with identified additional needs.	Small group and 1:1 teaching enable the children to make accelerated progress	There is extensive evidence from EFF regarding the impact of high quality one to one and small group tuition as a catch-up strategy. Staff will complete gap analysis in maths in early September 2021 to identify children for groups. Specific areas of learning will be addressed. Staff will identify in early September children who require additional support in writing. Small group work and 1:1 sessions will be used to address specific areas of learning.	Book scrutinys and monitoring carried out by maths and English leads	HT	Half-termly
Total budgeted cost:					£7260
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?

Mentoring of KS2 PP children by SLT	Children feel secure in attending school and make the most of all of the opportunities that school has to offer.	We know from experience that often the seemingly smallest of things can prevent a child from accessing all that is on offer or lead on a path to low self-esteem. The opportunity to form a strong relationship with a trusted adult to explore concerns supports a child's learning journey through school.	SLT will monitor progress through half-termly discussions	PP lead- Assistant Headteacher	Termly
Total budgeted cost:					£0