

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	209	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,880 (to be released in 3 tranches: £4120 before Christmas, £5671 released in early 2021 and £7089 released in September 2021.)		

STRATEGY STATEMENT

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Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

The priorities for the catch up premium strategy at Black Horse Hill Junior School will be maths and writing. Our internal data shows that these are the areas of highest need. Upon the return to school of all pupils in September 2020, all of the children started by working on the curriculum for their chronological year group. Staff assessed the pupils in order to identify gaps in the previous years' learning. Gaps in the previous years' maths are being addressed by an additional 3 x 30 minute maths lessons each week. Writing stamina and structure is being further practiced by offering additional cross curricular writing opportunities during the foundation curriculum.

We aim to use our catch-up premium to:

- Raise the attainment in maths of those pupils who are the furthest away from their end of key stage predictions.
- Improve spelling levels for all pupils
- To reduce the attainment gap between disadvantaged pupils and their peers.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes

Wider strategies

- Supporting parent and carers
- Access to technology

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?
Purchase White Rose Premium package licence £150	All children will have access to high quality maths resources if remote learning is necessary.	Using White Rose both in school and for remote learning will allow for both to be aligned in the case of Co-Vid related absence.	Children not attending school will learn at the same rate as those attending school and will have no identified gaps in learning.	JL/PH	April 21
Whole school training – Writing to Learn	Staff will increase their knowledge of how to develop writing across the curriculum	Writing across the curriculum will offer more opportunities for pupils to practice their writing skills over a range of genre	Regular monitoring of writing and in school and cross school moderation	PH	Jan 22
Purchase Rising Stars Arithmetic license £150	Gaps in knowledge will be identified regularly and intervention will be swift	Regular assessment of arithmetic knowledge will help staff to identify gaps in learning. These gaps will be plugged during additional 30 minute maths catch up lessons and through use of tutors for small groups.	Regular monitoring of data, both of the arithmetic scores and of end of unit tests.	JL/ PH	July 21
Purchase termly Reading Assessments for all children £1026	Gaps in reading ability are identified quickly and intervention is put in place.	Children may have missed regular structured reading time during lockdown. End of term assessments will help us to identify gaps and pupils who may require intervention.	Regular monitoring of data	RH/ PH	July 21

					Total budgeted cost:	£1600
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?	
Deliver small group or 1:1 tuition for pupils who are furthest away from their end of key stage targets in maths.	All pupils will be on track to make at least the expected progress throughout the key stage	Internal assessments show that more children are predicted to make less than expected progress in maths than in other subject areas.	Hold regular progress meetings which focus on pupils using the catch up premium as a specific group.	PH	Termly	
					Total budgeted cost:	£15,000
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?	
Purchase whole school Spelling Frame licence £288	Children's spelling is improved in their no input writing tasks.	Teaching of certain spelling patterns has been missed during lockdown. Assessments of writing in September are showing spelling to be an area for development.	Regular assessments of year appropriate word Introduce awards for Speller of the week	All staff	Termly	

Purchase whole school licence for Times Tables Rock Stars £95	Children's knowledge of times table is improved and applied to different areas of maths	Times tables are essential building blocks which need to be applied to a range of other mathematical concepts. During lockdown, pupils will have missed the structured daily practice.	End of Unit assessments in maths will help to identify gaps and help us assess if times tables knowledge is being applied.	JL	Termly
				Total budgeted cost:	£383