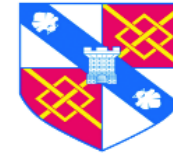


Earl Spencer Primary School

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	401 pupils	Amount of catch-up premium received per pupil:	£80 per pupil (£46.67 + £33.33) -Total of £46.67 per pupil split across payments 1 and 2 -Total of £33.33 per pupil for payment 3
Total catch-up premium budget:	<p>Sent in 3 installments</p> <ol style="list-style-type: none"> 1. £ 7,920 (October 2020) 2. £19,190 (March 2021) 3. £12,930 (June 2021) <p>Current Total: £40,040</p>	Total catch up premium spent:	<p>Accelerated reader: £12,127.38</p> <p>Accelerated reader books: £3,451.20</p> <p>CGP books: £2,990.25</p> <p>1:2 tutoring: £ 1,350</p> <p>Extra teacher for setting in Yr5: £16,426</p> <p>Extra teacher in Yr2 & Yr3: £3,696</p> <p>Total spent: £40,040</p>

STRATEGY STATEMENT

- Your school's catch-up priorities: Reading & Maths
- The overall aims of catch-up premium strategy,
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning**BARRIERS TO FUTURE ATTAINMENT**

Academic barriers:

A	Low baseline on return to school in reading.
B	Low baseline on return to school in maths.
C	Low baseline of phonics for Year 1-3

ADDITIONAL BARRIERS

External barriers:

D	Children missed a lot of work, or were not engaging with or accessing remote learning.
E	During first lockdown children didn't have access to the technology needed, or whose home lives make home learning difficult

F	Children's mental health and well being
---	---

Planned expenditure for current academic year 2020-21

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?	Cost
Recovery curriculum planned focusing on supporting the return of children to school, both academically and in terms of their wellbeing.	Children have a smooth transition back into school and are ready to learn.	Knowledge of the children and previous training on pupil wellbeing through the THAMs project. EEF Covid Support guide	SLT to review termly the recovery curriculum to make sure that it builds and supports the pupils and staff leading to better outcomes.	SLT	Ongoing	£0
Quality first teaching based on baseline assessment carried out by the teacher which identified gaps.	Focused teaching to enable children to fill the gaps quickly.	Evidence seen in low baseline assessments of children	Monitoring of teaching, book scrutinies and data inputted.	Teachers and SLT	Ongoing	£0
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?	Cost

<p>Setting in Year 5 for English, Reading & Maths.</p> <p>Children split into 3 groups each with a teacher and TA, to support catch up</p>	<p>Accelerated progress leading closing the gaps quicker in reading, writing and maths</p>	<p>Evidence seen in low baseline assessments of children</p>	<p>Monitoring of teaching, work in books and data inputted.</p>	<p>Naomi Everington (LKS2 Lead)</p>	<p>End of term 5 End of term 6</p>	<p>£16,426</p>
<p>Additional phonics teaching timetabled in terms 1 & 2 for Years One and Two</p> <p>Whole class phonics teaching to continue into Year 3</p> <p>Phonics interventions to continue further into KS2</p>	<p>Children in Year 1 & 2 catch up quickly impacting on</p> <ul style="list-style-type: none"> -Phonics tracking/results -Children are able to decode words when reading leading to fluency -Spelling is improved as a result. <p>Year 3 close the gap in their learning by finishing the Year 2 phonics work.</p> <ul style="list-style-type: none"> -Children able to apply these skills in reading writing/spelling 	<p>Low baseline in reading and in phonics led to this being identified.</p> <p>Phonics linking to other subjects such as reading, spelling etc</p>	<ul style="list-style-type: none"> -Tracking of phonics -Year 2 Autumn 2 testing results. 	<p>Leanne Rowley & Sara Alibon (KS1 Phase leader and phonics lead)</p>	<p>End of term 2</p>	<p>£0</p>
<p>Maths online tutoring</p>	<p>1:2 tutoring for Pupil Premium children</p> <p>14x Year 5 pupil premium children</p>	<p>Low baseline in maths led to this being identified.</p>	<p>Areas identified and shared with the tutors</p>	<p>Naomi Everington (LKS2 Lead)</p>	<p>End of term 6</p>	<p>£ 1,350</p>

Nuffield Early Language Intervention	Identified EYFS children from assessment tool	Oral language intervention for identifies children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading	Make sure that -Staff are trained -Intervention is timetabled	Donna Frost (EYFS lead)	End of term 6	£0
Implement Accelerated reader	Accelerated progress leading to -Engagement in reading -Closing the gaps in reading quicker -Increased fluency of reading -Increased comprehension - Increased vocabulary	Evidence seen in -Low baseline in reading -Lack of engagement in reading at home	Make sure that -Staff are trained -Resourced fully -That children are timetabled to get books	Head Teachers Reading Lead	End of term 1 (Oct 2021)	5 year subscription £12,127.38 Cost of books £3,451.20
Total budgeted cost:					£ 31,438.58	
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?	Cost
CGP revision guides brought for all children in Years EYFS to 6	Support rapid catch up linked with homework set by teachers.	Low baseline in reading writing and maths. Not all children having access to a device.	Books ordered and sent out to parents in a timely fashion.	Phases leaders		£2,990.25

September training day- training for staff on wellbeing of staff and children returning to school and how to support. Run by school nurse	Staff aware of how children wellbeing impacts on and can be a barrier to learning	Knowledge of the children and previous training on pupil wellbeing through the THAMs project.	Implemented as part of the recovery curriculum and reviewed regularly at SLT meetings	All Staff	Reviewed termly	£0
Setting up Microsoft Teams to support remote learning	Children assessing live teaching each day. Children being able to ask questions about learning and receive instant feedback. Work handed in being marked and feedback given for children to respond to.	Lessons learnt from first lockdown. Planning in the event of another lockdown.	All Year group classrooms set up Log ins and training given to all pupils on how to access Teams in term 2. Homework set by teachers uploaded onto on Teams in term 2	All Staff	Ongoing	£0
Total budgeted cost:						£2,990.25

Commented [BE1]:

ADDITIONAL INFORMATION

--