



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils (Reception to Y6):	291	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23,280		

STRATEGY STATEMENT

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Crockerne Church of England Primary School will be in receipt of £23,280 (291 x £80) paid to the school in three instalments.

Spending: At Crockerne, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track” and which can be used during periods of isolation and or lockdown. These include Spelling Shed, White Rose Maths and Bug Club
- Fund additional teaching and support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

Aims The broad aims for “catch up” at Crockerne Church of England Primary School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with FFT 50 estimates.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Internal assessment and reporting software show that most pupils were making at least expected progress in the academic year up to March 2020. Evidenced progress then stopped, slowed or regressed depending on the work they were able to access at home and home support they received.
B	Gaps in learning (RWM) due to three lockdowns and periods of isolation for some pupils across the school.
C	Issues around mental health, wellbeing and behavior for some pupils which makes it harder for them to engage in work at home and at school.

ADDITIONAL BARRIERS

External barriers:

D	Lack of engagement and support from parents for a small minority of pupils at home.
E	Lack of electronic devices for remote learning for a small number of pupils.
F	Poor attendance for a small minority of pupils



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?
Implement 'recovery' curriculum which is sharply focused on gaps in learning. Address social and emotional aspects of learning. Build confidence and self esteem.	Pupils' attainment demonstrates improvement and narrows the gap to FFT 50 estimates, as per individual targets.	Test data from week 2 of the year demonstrates significant gaps in learning and attainment.	Ongoing formative assessment and timely summative assessment. Monitoring and feedback. Provision of quality resources that build consistency of approach across the school.	SLT	Ongoing with key assessment points.
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?



Y1 targeted phonic, reading and precision teaching support.	Phonic gaps are removed. Engagement with reading and progress through book bands. Increased self-confidence and self-esteem.	Assessments indicated reading and phonic gaps for some pupils. Reading fluency has a significant impact on future success. Pupils need to read well to access curriculum.	Monitoring and assessments	TW RY1 team	Termly
Y2 targeted phonic, reading and precision teaching support.	Increased scores on phonic tests. Engagement with reading and progress through book bands. Increased self-confidence and self-esteem.	Assessments indicated reading and phonic gaps for some pupils. Reading fluency has a significant impact on future success. Pupils need to read well to access curriculum.	Monitoring and assessments	AC Y2 team	Termly



<p>Y3/4 targeted small group interventions: reading, speech and language and extension work. Extra TA support for pupils struggling with behavior expectations.</p>	<p>All pupil groups will be offered smaller group targeted support to enable them to close gaps and or accelerate progress. Y3/4 taught in smaller groups to ensure that pupils struggling with behavior expectations are well supported thus enabling all pupils to access teaching and learning.</p>	<p>Initial assessments identified gaps in learning for some pupils. EHCP/SEN assessments for some pupils identified need for extra phonics/S and L support.</p>	<p>Monitoring and assessments</p>	<p>LH Y3/4 team</p>	<p>Termly</p>
---	--	---	-----------------------------------	-------------------------	---------------



<p>Extra teacher in Year 5/6</p> <p>Monday – Thursday</p>	<p>To support lower attaining Year 6 children in Writing, SPaG and Maths</p> <p>HH will teach a Year 6 Maths and SPaG group (Monday-Thursday) aimed at Year 6 children currently WTS or EXP-</p> <p>HH will teach a Year 6 group from Lime, Maple and Cherry for English – once a week for a targeted writing session – aimed at Year 6 children who are vulnerable for EXP in writing.</p>	<p>Data suggest a large group of Year 6 children are not currently at age related expectations in English (Reading and Writing) and maths.</p> <p>Year 6 specific groups will also free up space for smaller group sizes for Maths, SPaG and English lessons for all children (Years 5 and 6)</p> <p>Year 6 children will be split into 2 x groups 34 in main Year 6 group, 11 in HH support/catch up group.</p> <p>Year 5 children split into 2 pure Year 5 groups of 20 (approx.)</p>	<p>Regular review of children in HH support groups.</p> <p>Monitoring targeted children’s progress – amending groups if necessary.</p>	<p>RH/SC</p>	<p>End of Term 2</p>
<p>Extra TA support – increased hours for existing staff</p>	<p>Targeted precision teaching for children with specific needs – Reading, handwriting, spelling</p>	<p>SEN advice about how best to support children with dyslexia (or dyslexic tendencies) we are targeting children with twice weekly precision teaching sessions run by JT (with support of WG and CW)</p>	<p>Weekly sessions timetabled for specific days and times.</p> <p>Regular review of effectiveness and progress of children who are being supported.</p> <p>Amending or adding to number of children receiving support – budget and time constraints dependent</p>	<p>RH/SC</p>	<p>End of Term 2</p>
<p>Total budgeted cost:</p>					<p>23,280</p>