



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils: 95	Amount of catch-up premium received per pupil: £80
Total catch-up premium budget: £4400 this academic year with £1900 received to date.	Details of purchased support : <u>Third Space Learning</u> ½ X £199 per pupil per term - 6 pupils ½ X £55 per pupil per term - 7 pupils Total £1,579 for 13 pupils per term (12 weeks), equivalent to £10.12 per pupil This also includes premium access to all the resources on the Third Space Maths Hub. This also includes unlimited access to Math's Hub premium for all teachers and classes in the school. <u>Laptops for Pupils</u> We have purchased 20 new laptops so that pupil can access tutoring sessions in school from our capitol grant.

STRATEGY STATEMENT

Fingringhoe's catch up priority is to ensure that all children make good progress in order to catch up with any lost learning during the Covid -19 school partial closure in 2020. We are focusing on the core subjects of reading, writing and mathematics, with a specific emphasis on math's catch up.

Our aim is to:

- 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

The core approaches we are implementing are:

- The school has booked 13 places on Third Space Learning Platform from January 2021 Weekly online lessons
- Each pupil works with their own tutor each week in a secure and interactive online classroom .They share a virtual whiteboard and work through the questions together using a headset
- Regular reporting after every session - staff will receive a detailed summary of learning objectives covered.
- Children sit pre and post intervention diagnostic tests enabling us to clearly map progress across the term.
- A bank of 20 laptops has been purchased to enable pupils to use Third Space Learning within school (from capitol funding)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Math's attainment low across school with average of 45% of pupils at ARE (Age Related Expectation)
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B	GPS average low at an average of 51% at ARE
C	Reading comprehension requires focus in year 4, 5 and 6 with around 25% of each year group working well below expectation.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Attendance is an area to monitor as low in KS2
E	Access to IT provision at home requires investigation
F	Vulnerable pupils – social economic factors influencing some families.

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?
Thorough pupil baseline assessments with gap analysis	Teacher will have a clear understanding of gaps to address in individual and whole class learning Teacher will plan effectively to address these gaps	Assessments help schools to understand their students' needs, to get a measure of each individual's aptitude for learning and their potential, as well as to measure the impact they have on learners as they progress through school	Review of data and gap analysis as SLT Lesson observation Book and planning scrutiny Pupil perception surveys	Ceri Daniels/Sue Faulkner	Teacher Learning Conversations/Interim PMRS End of term formal assessments

Regular and timely assessments to monitor progress	Intervention and additional support will be swiftly put in place for pupils not on track	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy SEN/dyslexia screening provided evidence of pupils requiring additional support	SENCo analysis of termly interventions Lesson observation Book and planning scrutiny Pupil perception surveys	SENCo – Hayley Rollings Ceri Daniels/Sue Faulkner	SENCo analysis of termly interventions
Total budgeted cost:					£4400
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?
Third Space Learning Intervention for Math's	Targeted pupils will make accelerated progress in mathematics	Baseline assessment for September 2020 shows 43% of school is well below age expected in mathematics and a total of 57% below. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback	Monitoring of feedback from tutors and their data analysis Pupil perception survey In class end of term math assessment	Ceri Daniels/Sue Faulkner Math's Hayley Rollings	End of Spring & summer terms

GPS lessons embedded and regularly taught across the school	By July review there will be an increase to 75% pupils on track for GPS	Baseline assessment show 32% of school is well below expected for grammar, punctuation and spelling and 44% below.	Lesson observation Panning and book scrutiny Staff meeting/training Intervention monitoring Learning Conversations	Ceri Daniels/Sue Faulkner English lead- as above	End of Spring & summer terms
Focused reading support for pupils at risk of falling well below expected	Bu July review there will be an increased to 75% pupils on track for reading	Baseline shows 55% of pupils working below expected and 17% well below.	Lesson observation Panning and book scrutiny Staff meeting/training Intervention monitoring Learning Conversations		
Total budgeted cost:					£3158
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?

<p>Review pupils ability to access IT at home o support learning</p> <p>Tablets purchased for emergency loan situation with a contract/home school agreement</p>	<p>All pupils will be able to access online learning at home</p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p>	<p>Parents survey for IT provision Pupil survey Review DB primary work completed Monitor planning</p>	<p>Computing lead – Laura Baker</p> <p>Ceri Daniels/Sue Faulkner</p>	<p>Bu end of Autumn Term 2020</p>
<p>Encourage and reward good attendance</p>	<p>School attendance will remain at 96% or above</p>	<p>Concerns over some classes showing low attendance (not including X marks for Covid related absence). Advice from the National Strategies (hosted on the National Archives) says that the links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education</p>	<p>Monitor attendance</p>	<p>Ceri Daniels/Sue Faulkner Melanie Bousfield</p>	
<p>Total budgeted cost:</p>					<p>TBC once costings in</p>

ADDITIONAL INFORMATION

Reported Data from 2019

- MATHS 75%
- READING 67%
- WRITING 75%
- COMBINED 67%
- PUPIL PREMIUM 25 %
- PUPIL PREMIUM ALLOCATION £21,120