

# COVID-19 catch-up premium report

## Sledmere Primary School

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	654	Amount of catch-up premium received per pupil:	£25
Total catch-up premium budget:	£16410		

#### STRATEGY STATEMENT

- Our catch-up priorities are to secure the best possible outcomes for all children in Reading, Writing and Mathematics
- The core approach we will be implementing include early assessments of all children in the core area. This will give us a baseline of attainment which can be compared with previous achievement as well as giving us a revised starting point for assessing progress in the Summer Term of 2021
- The overall aims of your 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	Accurate and consistent progress through each stage as a result of consistently good teaching and learning (-1.07 Reading Progress 2019; -0.09 Writing Progress 2019; -2.66 Maths Progress 2019)
B	Age-related attainment is below average on-entry to school (57% GLD 2019 School vs 72% GLD 2019 National)
C	Some children on entry to school need further development in communication, vocabulary and receptive language (Internal speech and language assessments demonstrate this)

### ADDITIONAL BARRIERS

#### External barriers:

D	Low attendance for groups of children across the school is hindering their academic achievement.
E	There are a number of families who require additional support from outside agencies.
F	There are a significant number of children from deprived postcodes with English as an additional language.

## 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?
<p>Focus on reading strategies and a consistent approach across school</p> <p>Increase use of elements of RWI approach to teaching of reading in EYs &amp; Key Stage 1</p>	<p>All pupils to show progress in their skills with reading</p> <p>Progress measure from Spring to Summer assessment</p>	<p>Reading is at the core of the curriculum. (<a href="#">On average, reading comprehension approaches deliver an additional six months' progress EEF</a>)</p>	<p>Focused training for teachers. Coaching for teachers especially those early in their career. Gap coverage analysis. Monitoring of reading lessons to ensure quality. Ongoing progress of pupils with reading</p> <p>Purchase resources and new books for EYs and KS1</p>	<p>SLT Members H Karam J Hawthorne C Aket S Samra J Hillery D Fance P Bravo</p>	<p>Weekly</p>
<p>Focus on writing strategies and increasing stamina including a consistent approach across school</p>	<p>All pupils to show progress in their skills with writing and an increase in stamina</p> <p>Progress measure from Spring to Summer assessment</p>	<p>Writing is a skill that the children have missed out due to lockdown</p>	<p>Focused training for teachers. Coaching for teachers especially those early in their career. Gap coverage analysis. Monitoring of writing lessons to ensure quality. Ongoing progress of pupils with writing</p>	<p>SLT Members H Karam J Hawthorne C Aket S Samra J Hillery D Fance P Bravo</p>	<p>Weekly</p>

Focus on mathematic skills and strategies that children have missed out due to lockdown including use of manipulatives	All pupils to show progress in their mathematical skills  Progress measure from Spring to Summer assessment	Children have missed out on using manipulatives to support their mathematical understanding of concepts  <a href="#">Learning from 2020: Four Covid-safe innovations maths teachers have devised to put evidence-based strategies into effect</a> – EEF link to two guidance reports	Focused training for teachers. Coaching for teachers especially those early in their career. Gap coverage analysis. Monitoring of writing lessons to ensure quality. Ongoing progress of pupils with maths	Maths Lead C Aket	Weekly
Total budgeted cost:					£6000
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?
From assessments, we are providing targeted intervention support prioritising Reading and Maths	All pupils to recover any gaps in learning.  Pupils to have ongoing feedback on successes and areas for development.	Assessment can help teachers determine how to most effectively support their pupils.  <a href="#">(Feedback studies tend to show very high effects on learning. An increase of an additional 8 months' progress. EEF)</a>	Break out lessons to be timetabled for phonics, reading and maths to support the pupils who have been identified with needs. Teachers to share with pupils, progress through feedback.	Head of School Executive Head D Fance P Bravo	Ongoing
Extra support from outside agencies for identified children. (speech and language, Ed psych, autism and SEND support)	Pupils with identified SEND barriers to have extra support to close the gaps in learning.	SEND pupils and families need the access to outside agencies. Some in greater quantities according to need. This expertise will help us to close the gap in learning for these pupils.  <a href="#">(Improving high quality teaching for all pupils will improve outcomes for pupils with SEND EEF)</a>	Monitored by the SENDco and the SENDco Governor. Written report to governors and conversations between SENDco and SEND governor.	Deputy Head/SENDco J Hillery	Half termly
Total budgeted cost:					£8000

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>To support in developing strong systems for remote learning and training to support teachers in delivering high quality lessons.</p> <p>This will include feedback as part of ongoing assessment for both pupils and teachers.</p>	<p>Support with training in remote teaching, modelling, reading, identifying children for extra support.</p>	<p>Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology</p> <p>Teacher's need ongoing training to adapt teaching practice in line with current research to ensure that quality teaching is taking place.</p> <p><a href="#">(Quality of teaching is the single most important driver of pupil attainment EEF)</a></p>	<p>Monitoring of lesson quality online.</p> <p>Feedback from staff.</p> <p>% of children online.</p> <p>% of children engaged in learning – uploading work.</p>	<p>Head of School D Fance</p>	<p>Ongoing weekly reviews of best practice through networks of schools and research.</p>
				Total budgeted cost:	£2410

## ADDITIONAL INFORMATION

- Sledmere Primary has used PIRA and PUMA tests, Teacher assessments in Phonics as Assessment baselines.
- We are now receiving Leadership Support from an NLE from PHMAT. This has resulted in adopting assessment cycle in line with this MAT.
- Evidence from the EEF [families of schools database](#)

