



Latchingdon C of E Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	121	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£9680		

STRATEGY STATEMENT

The catch-up premium is funded on a per pupil basis at £80 per pupil. The spending of this money is down to schools to allocate as they see best to provide specific activities to support pupils to catch up for lost teaching time over the previous months, in line with guidance on curriculum expectations for the next academic year. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Overall aims

At Latchingdon C of E Primary School, the aims of this strategy are:

- All pupils will make accelerated progress to raise the attainment of all pupils to close the gap created by COVID-19 closures
- Attainment will be in line with the national average at the end of 2021.
- To reduce the attainment gap between disadvantaged pupils and their peers

The funding will be spent on:

- curriculum resources and materials that support “catch up” in Reading, Writing and Maths.
- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

1	Underdeveloped speech and language skills, low baseline at entry, underdeveloped social skills, poor self- esteem.
2	There are low levels of attainment across all subjects in two of the year groups due to high levels of need.

ADDITIONAL BARRIERS

External barriers:	
3	Some parents find it difficult to support their children with learning at home.
4	If pupils need to access learning remotely, some families do not have sufficient devices for online activities and paper copies or alternative work must be supplied.

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>Progress and attainment for all pupils will be assessed at least half-termly to identify gaps in learning and plan interventions to address them.</p> <p>All teachers have received training and resources from the Vine Trust, which will be implemented from September 2020.</p>	<p>Teachers will have a sound knowledge of gaps in knowledge for individual pupils in their class which will enable them to plan effectively. As a result, pupils will make good progress, which is evident in work and data.</p>	<p>Baseline assessments indicate that a large number of pupils have forgotten basic skills and knowledge.</p>	<p>Monitoring of planning, children's work and data.</p>	H/T	<p>Each half-term at Pupil Progress meetings.</p>
				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?
<p>Short, regular, focused intervention sessions will be planned by the class teacher for small groups of pupils following assessments.</p> <p>Sessions will be led by experienced teachers or teaching assistants who will liaise closely with the class teacher:</p> <p>6 hours teacher support upper KS2 per week for 7 weeks Autumn Term 2020.</p> <p>7 hours per week teacher support to July. This will begin in lower KS2 and KS1 in the autumn Term and</p> <p>6 hours TA support per week until July 2021 to support in Class 1/ 2.</p>	<p>Accelerated progress will be evident in Reading, Writing, Maths and Phonics. The majority of pupils are at age related expectations appropriate by Summer Term 20-21</p>	<p>Pupils respond well to small group teaching for regular, short periods of time. This enables them to sustain concentration and re-visit areas of learning they find difficult.</p> <p>The Y1/2 class require a higher level of support due to the needs of the class.</p>	<p>Feedback from teachers and teaching assistants leading groups.</p> <p>Feedback from class teachers.</p> <p>Pupils' work.</p> <p>Data analysis.</p> <p>Pupil perceptions</p>	H/T	Every 3-4 weeks

<p>Nuffield Early Language Intervention has successfully been applied for and training will begin in the Spring Term.</p> <p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.</p> <p>10 hours TA training. 5 hours teacher training.</p>	<p>Improvement in oral language skills. Reading skills will show accelerated improvement.</p>	<p>ECC analysed data across the Mid quadrant and identified the school as being likely to qualify as a result a high percentage of FSM across the school. The application was successful.</p>	<p>The Subject Leader for English will work with the EYFS lead to assess progress and monitor the impact of the programme.</p>	<p>EYFS lead</p>	
					<p>Total budgeted cost: £10,275</p>
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