



Catch Up Premium Strategy 2020 – 2021

Learning and Growing Together

SUMMARY INFORMATION			
Total number of pupils:	97	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8560		

CATCH UP PREMIUM STRATEGY STATEMENT

Catch Up Premium is a nationally funded grant to support children with any gaps in their learning as a result of COVID-19 and school closures. After assessment of our pupils since their return to school these are our catch-up priorities.

- Phonics in year 2 and year 3
- Reading at all ages
- Metacognition
- Fluency in Maths in KS1 and KS2
- Stamina in Writing in year 2, 3 and 4

Our main approaches are:

- Greater curriculum time to Maths and English skills, whilst still ensuring pupils have a balanced curriculum.
- Researching metacognition approaches and implementing a whole school strategy.
- Small group intervention work

The overall aim of our catch-up premium strategy

- 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	Some pupils are demonstrating lower levels of literacy, specifically phonics compared to where they may have been without school closure.
B	Some pupils are demonstrating lower spelling skills compared to where they may have been without school closure.
C	Some pupils are demonstrating a lower stamina when it comes to writing compared to where they may have been without school closure.
D	Some pupils are demonstrating lower maths fluency skills compared to where they may have been pre COVID - 19

ADDITIONAL BARRIERS

D	Some pupils are demonstrating a decrease of independent learning skills.
E	A few pupils are demonstrating lower confidence and hesitation in learning.

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?
Whole school accelerated RWI approach	Pupils pass phonics or make good progress in reading from their starting point.	We identified that we could improve our provision in this area to ensure it is more structured and greater consistency. We have adopted a programme that included quality staff training. We asked Cornerstone Teaching School to audit our provision to confirm our planned actions last academic year. The EEF Literacy document supported our approach on this.	Regular monitoring and assessment.	LB	Spring 2021 Summer 2021
Metacognition strategies	Pupils make good progress or better Pupils have a clear understanding of their learning and next steps.	This is a barrier to learning we have identified post school closure due to learning. It is also well researched to have a positive impact on learning (EEF)	Class strategies are implemented Children displaying improved independent learning skills.	AH	Summer 2021

Increased focus on Maths fluency	Pupils make good or better progress in maths	Internal evidence highlighted this gap in learning.	Monitoring, incremental coaching and assessment	SP	Spring 2021 Summer 2021
Total budgeted cost:					£1000
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?
Accelerate RWI through 1-1 intervention.	Pupils make accelerated progress in phonics	1-1 is an effective approach to personalize teaching swiftly. This is also recommended by RWI to compliment class teaching.	CPD Monitoring of RWI through observations and assessments	LB	Spring 2021 Summer 2021
Small group Maths Intervention	Identified Pupils make accelerated progress in maths	From our experience small targeted tutoring or intervention has supported pupils accelerate by filling specific gaps. EEF also presents evidence to support this.	Monitoring and assessments	SP	Spring 2021 Summer 2021
Pupil Conferencing in the Spring Term year 2	Identified Pupils make accelerated progress to close gaps	From our experience class teachers giving specific feedback and short burst 1-1 can address misconceptions securely	Pupil progress and monitoring of books	ES	Spring 2021
Nuffield Early Language Intervention	Pupils develop their language skills to access more learning opportunities	This is a national funded strategy that will provide targeted provision to support children in EYFS who are behind in their language skills	CPD Regular assessments	LB	Spring 2021 Summer 2021
Total budgeted cost:					£6000
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?
Forest School Sessions	Children increased their problem solving skills and confidence to take risks.	Outdoor pursuits have shown to have a positive impact in accelerating learning	Observations Feedback from class teachers regarding impact on initial targets.	AH	Each half term
Total budgeted cost:					£1000

ADDITIONAL INFORMATION

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>