



Church Langton CE Primary School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils:	205	Amount of catch-up premium received per pupil:	£87.27
Total catch-up premium budget:	£17890		

Strategy Statement
<p>This strategy has been designed to address gaps in children's learning caused by the COVID disruption. We have identified areas that evidence suggests will support children i.e. developing teacher knowledge and targeted support strategies. We have used the evidence to inform our decisions and ensuring that whilst this is a one-off grant, it will allow us to invest in some activities that will have a long term and sustainable impact beyond the life span of the funding window. We want to reduce the attainment gap between disadvantaged children and their peers and raise the attainment of all pupils, closing the gap between where they are likely to have been should the COVID disruption not have happened and where they are now.</p>

Barriers to learning

Barriers to future attainment	
Academic barriers:	
A	Catching up on lost teaching time and practise of phonics
B	Gaps that have developed in children's knowledge in English and Maths

Additional barriers	
External barriers:	
D	Busy family life means that focused and targeted home learning is key. Providing resources for parents to understand the methods used in school to support interactions with their child's learning and progression.
E	The continuation of bubbles closing due to COVID and supporting children to continue their learning from home in a remotely.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Phonics training in the Sounds Write approach - supporting teacher knowledge and consistency in teaching – DF, RC, CC	<p>All children will have high quality first teaching of phonics.</p> <p>Success Criteria Pupils make strong progress in phonics understanding with all but those with identified SEND needs gaining pass mark in 2021/22</p>	<p>Strand 3 of the EEF Improving Literacy in Key Stage 1 document.</p> <p>Recommendation 4: Putting Evidence to Work, a School's Guide to implementation: Introduce new skills, knowledge, and strategies with explicit up-front training.</p>		LH	
				Total budgeted cost:	£1400
Targeted support					

Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
<p>Buy PIXL to supplement the curriculum £2700 (PIXL)</p>	<p>That identified children with Gaps in their learning will be able to make progress back to at least where they were prior to the COVID lockdown. Provide resources which can be accessed by staff whether working in school or remotely to support intervention strategies.</p> <p>SC We will see a reduction in the % of children who had fallen behind where we would have expected them to be (Using Autumn 2020 baseline data)</p>	<p>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs)</p> <p>EEF guidance – Working with Parents to Support Children’s Learning – section 2 (providing practical strategies to support learning at home)</p> <p>EEF Evidence Summary – Using Digital Technology to improve learning</p> <p>Recommendation 4 - Technology has the potential to help teachers explain and model new concepts and ideas. However, how explanations and models are conveyed is less important than their clarity, relevance and accessibility to pupils.</p>		<p>JE, WB, and LH</p>	

Provide additional catch up session in Maths focused on misconceptions and identified gaps Staff identified – LB, HW, GF, KB £7938	Children to have a deeper understanding and the focused teaching of identified gaps	Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs) EEF Improving Mathematics in Key Stage 2 and 3 document		SR and JE	
Buy a subscription to Mathletics. Children use this for home learning £1308.24	Children to have more practise of maths they have learnt at school.	EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home) EEF guidance - Using digital technology to support learning section 3 Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.		SR and LH	
				Total budgeted cost:	Total = £11,946
Other approaches					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date

<p>Promotion of reading across whole school, engaging those who do not read at home regularly.</p>	<p>The children will build fluency and enjoyment of reading.</p>	<p>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs) Reading aloud supports the development of reciprocity. Section 2</p>		<p>JE</p>	
<p>Investment in laptops to support remote learning and use of MS apps £4064</p>	<p>All pupils have access to remote learning and are able to use platforms effectively to engage in homework and school based computing</p>	<p>EEF guidance - Using digital technology to support learning section 3 Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.</p>		<p>SR</p>	
<p>Buying and using the Spelling Frame license for all pupils £180</p>	<p>Children able to rehearse spellings in an engaging way. SC An improvement in spelling scores linked to prior attainment and SPAG baselines Improvement in spellings in writing</p>	<p>EEF Improving Literacy in KS1 document – strand 6 EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)</p>		<p>WB</p>	

<p>The creation of a series of short videos that parents can use at home to support phonics learning. £300</p>	<p>Parents are able to practise phonics at home in a manageable and accurate way – the more the children familiarize themselves with the phonics the more they will become embedded.</p>	<p>EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)</p>		<p>SR</p>	
Total budgeted cost:					<p>£4544</p>

Additional information

EEF Guidance reports

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

The school uses Puma, Pira and grammar tests 3 times a year to capture standardized scores of children from Year 1 – 6. These help us to evaluate the progress individual children and groups of children are making. Whilst this is not a completely accurate measuring instrument it is good enough to provide us with some data to evaluate the impact that interventions have.