



Catch-up Premium Report – 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	294 (October Census 2020)
Total catch-up premium budget:	£5800 Autumn term £7920 Spring term £9800 Summer Term

STRATEGY STATEMENT

VISION: Challenging educational orthodoxies so that every child makes good progress in core subjects; all teachers are committed to personal improvement and fulfil their responsibilities; all children receive a broad and balanced curriculum; all academies strive to be outstanding.

- To raise attainment for all pupils whilst diminishing the difference created by interruptions in learning due to changes in how schools operate
- A new early reading and phonics approach will continue to consistently be implemented well and regularly evaluated by ESLT
- CPD opportunities ensure teaching is consistently good or better
- Assessment opportunities will inform planning
- Additional Practice sessions delivered daily, by additional adults and Principal, will close gaps and improve outcomes
- 1:1 tutoring after school for identified children
- 1:1 tuition sessions during the holidays

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy (focus on early reading and phonics)
B	Children retaining knowledge of phonemes and graphemes
C	Underdeveloped fluency and decoding skills

ADDITIONAL BARRIERS

External barriers:

D	Infrequent levels of opportunities to read with an adult at home
E	Limited access to quality texts
F	Attendance – new learning is missed. Punctuality – persistent lateness impacts attendance in phonics sessions

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?
Complete early reading and phonics audit with consultant	Spending is tailored to need. Actions are set and are relevant to the school context	Reading attainment was 77%, less than other subjects in 2019 Phonics Screener 2018/2019 data was 58% EEF's COVID-19 support guide for schools	Principal and English Lead to complete audit with Consultant Monitoring the delivery of phonics and reading	Phoebe Eyre	Termly

Staff to attend Phonics and early reading INSET	All staff will deliver good or better phonics and reading lessons Additional practice will be effective in closing the gap	EEF's COVID-19 support guide for schools Staff voice identified that confidence needs to be developed in the new teaching approach	Evaluations Monitoring of delivery of phonics and reading	Phoebe Eyre Principal	Termly
New phonics assessment document to be implemented	Children will access decodable books appropriate to their stage of learning	Children's fluency skills need to improve Children will fluently read 95% of words in their decodable book Staff can use assessment outcomes to inform planning and teaching	Monitoring of delivery of phonics and reading Listening to readers and monitoring they are accessing an appropriate book	Phoebe Eyre Principal	Half-termly
Total budgeted cost:					£2000
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>Additional practice sessions – daily, in every year group</p>	<p>Gaps in learning will be identified and closed</p> <p>Children will keep up and gaps in attainment will be diminished</p>	<p>Children are reading below their age expectations</p> <p>Children’s recall, recognition and blending skills need to improve</p> <p>Children have gaps in phonic awareness and need support and extra practice to ‘keep up’</p> <p>Misconceptions are identified and addressed</p>	<p>Additional Practice logs</p> <p>Monitoring of Additional Practice sessions and logs</p> <p>Data analysis</p>	<p>Phoebe Eyre</p> <p>Principal</p>	<p>Half-termly</p>
<p>Extra phonics interventions, delivered by trained TAs, teachers and Principal, for the bottom 20% of children</p>	<p>Gaps in learning will close</p> <p>Children become fluent in reading</p>	<p>Children are reading below their age expectations</p> <p>Children’s recall, recognition and blending skills need to improve</p> <p>Children need to become fluent readers to improve their comprehension skills</p> <p>Misconceptions are identified and addressed</p>	<p>Monitoring of planning and delivery</p> <p>Data analysis</p>	<p>Phoebe Eyre</p> <p>Principal</p>	<p>Half-termly</p>
<p>Designated person to deliver the Reading for Pleasure Approach</p>	<p>Children will read for pleasure more frequently</p> <p>Reading skills will develop</p>	<p>Books designed for reading for pleasure need to be accessible by children to read with some fluency</p> <p>Reading for pleasure exposes children to opportunities they may not have experienced before</p>	<p>Appraisal</p> <p>Data analysis</p> <p>Monitoring</p>	<p>Principal</p> <p>Phoebe Eyre</p>	<p>Half-Termly</p>

1:1 tuition for children identified as needing support	Gaps in learning will close Information will be committed to long term memory All children will make progress from their starting points	The EEF Toolkit states that one to one tuition can deliver approximately five additional months progress on average	Appraisal Data analysis Monitoring	Kerry Chadburn	Half-termly
Total budgeted cost:					£25000
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?
Purchase a range of decodable books for children	Gaps in learning will close Children become fluent in reading	Children's recall, recognition and blending skills need to improve Children need to become fluent readers to improve their comprehension skills	Monitoring of phonics and reading progress Data analysis	Phoebe Eyre Principal	Half-termly
Purchase intervention resources and Additional Practice resources	Gaps in learning will close Children become fluent in reading	Children's recall, recognition and blending skills need to improve Children need to become fluent readers to improve their comprehension skills	Monitoring of phonics and reading progress Data analysis	Phoebe Eyre Principal	Half-termly

<p>Purchase of online Big Cat subscription</p>	<p>Children have access to a selection of decodable books to consolidate learning at home</p> <p>Engagement and frequency of reading at home will improve</p>	<p>When isolating, children are unable to access a range of books and the selection is limited. When in school, books can be used as quality resources.</p> <p>EEF – Working with parents to support learning at home</p>	<p>Monitoring frequency of usage</p> <p>Reading data</p> <p>Communicate with parents effectively to ensure they are aware of the service</p>	<p>Phoebe Eyre</p> <p>Principal</p>	<p>Weekly</p>
<p>Purchase of online Scholastic Reading For Pleasure tool</p>	<p>Children have access to a selection of books matched to their stage in reading and interests</p> <p>Engagement and frequency of reading will improve</p>	<p>When isolating, children are unable to access a range of books and the selection is limited</p> <p>EEF – Working with parents to support learning at home</p>	<p>Monitoring frequency of usage</p> <p>Communicate with parents effectively to ensure they are aware of the service</p> <p>Data analysis</p>	<p>Phoebe Eyre</p> <p>Principal</p>	<p>Weekly</p>
<p>Total budgeted cost:</p>					<p>£5000</p>