Thrussington CE Primary School COVID-19 catch-up premium report 

COVID-19 catch-up premium spending: summary

| **Summary Information** |
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| Total number of pupils: | 72 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £5760 |  |  |

| **Strategy Statement** |
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| 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. |

Barriers to learning

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| **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, but specifically Maths |

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| **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

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| **Targeted support** |
| **Action** | **Intended outcome and success criteria** | **Evidence and rationale for this choice?** | **Evaluation** | **Staff lead** | **Review date** |
| Buy PIXL to supplement the curriculum and use to assess gaps in learning.£1985 (PIXL) | 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.**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) | Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs)EEF guidance – Working with Parents to Support Children’s Learning – section 2 (providing practical strategies to support learning at home)EEF Evidence Summary – Using Digital Technology to improve learning 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. |  | HR/ZP |  |
| Provide additional catch up sessions in Maths and phonics, focused on misconceptions and identified gaps (predominantly Maths in Class 3)Staff identified –ZP/VB£3775 | 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 documentUsing ZP to deliver high quality targeted interventions in Class 3 will provide quality first teaching to smaller groups in Maths. |  | HR |  |
| Total budgeted cost: | Total = £5760 |

| **Additional information** |
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| 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/making-best-use-of-teaching-assistants/> |