



## South Molton United C of E Primary School COVID-19 catch-up premium report

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	199 (based on October 2019 Census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15920		

### STRATEGY STATEMENT

As a result of children missing a significant amount of time in school during the spring and summer terms of 2020 and the varied experiences and levels of engagement with home schooling and remote education, we have prioritized the use of the catch up funding to those pupils who need the most help to catch up in the core skills of reading and maths. We are focusing our spend on supporting children in KS1 with the critical areas of phonics and early reading and using the spend in KS2 to support children with reading and maths. The main part of our funding will be spent on small group and individual tutoring and catch up work, led by class teachers and familiar Teaching assistants who can build upon work within the school day. These sessions will be delivered before and after the school day. We have used the EEF Toolkit to support with strategy as well as using what has already been successful in school.

## Barriers to learning

We have used the following sources to identify the key barriers to learning for pupils and to plan actions in response to these.

- Initial assessments from when the children returned to school using phonics assessments, STAR reader tests and STAR Maths tests. Outcomes from initial pieces of work.
- Consultations with staff and parents. Parents reported through the summer term that they found it harder to support pupils with maths and that the pupils did not engage as fully with maths home learning as some other subjects.
- Previously identified school priorities – raising attainment in phonics.
- Attainment from pre lockdown to help identify pupils most in need of support.

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lower levels of phonics knowledge and gaps in phonics as a result of time out of school.
B	Gaps in maths knowledge and understanding in key concepts, which underpin other areas of maths.
C	Poor reading skills, leading to difficulties engaging with the full curriculum

## ADDITIONAL BARRIERS

### External barriers:

D	Parents find it challenging to support with more specialist areas of learning such as phonics (must make pure sounds).
E	Lack of confidence in teaching and supporting with maths at home.
F	Lack of internet access and appropriate devices to fully access home 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?
In school phonics training and coaching for all staff within KS1 and EYFS as well as those working in year 3.	All staff within KS1 and EYFS be highly skilled in supporting pupils in small groups and individual basis in phonics and early reading.	<ul style="list-style-type: none"> <li>• EEF Toolkit – staff training.</li> <li>• Work with Cornerstone English Hub on Phonics and raising attainment for the lowest 20%.</li> </ul>	Phonics lead to oversee and organize. Dedicated time given for training.	Kate Harvey and Milly Gale	Half Termly Impact Reviews

Total budgeted cost:					£500
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?
Supporting identified pupils on a 1:1 basis/small group basis with phonics, reading and maths. Aim to deliver 9 hour blocks of this.	Children make accelerated progress and narrow gaps in learning. Catch up and Keep Up principle.	EEF toolkit Success of 1:1 and small group teaching during Summer Term 2 with returning year R and 1 Pupils. Very personalized work with children.	Baseline and Exit data	Kevin O'Donnell	After each block of teaching.
Additional TA support for identified year groups – years 2 and 3	To support groups of children who have been hardest hit by time out of school and lowest 20% in these groups.	Focus on SEN children within these groups and being able to fully support their needs.	Baseline and Exit data Internal school monitoring of outcomes.	Class teachers	Half termly assessment information.
Total budgeted cost:					£12,000
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?

Investment in Big Cat book scheme for KS2 which follows from new phonics scheme.	Supporting children with greater reading resources to develop reading for pleasure and range of reading.	Concern at loss of reading stamina amongst some pupils and loss of motivation to read.	Accelerated Reader Quizzing analysis	Tom Paddon	Half Termly
Accelerated Maths for KS2	Supporting children potentially with remote and home learning.	In the event of school closure or period of isolation, pupils have quality maths resource to access at home.	Use can be monitored	SLT	
White Rose Maths Resources for Home Learning.	Supporting children potentially with remote and home learning.	In the event of school closure or period of isolation, pupils have quality maths and lesson resource to access at home.		SLT	
CGP Books – workbooks for all pupils to support core subjects.	Supporting children potentially with remote and home learning.	In the event of school closure or period of isolation, pupils have quality paper based resource to access at home.		SLT	
Total budgeted cost:					£4000

#### ADDITIONAL INFORMATION

- This will be kept under review. The data to show impact will be collated each half term and will be reported to the APMC governing body group. A summary report of impact will be produced at the end of the school year as the PP report is reviewed.