



Savile Park Primary COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	355	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28400		

STRATEGY STATEMENT

Following the national lockdown in March 2020 the children of Savile Park primary had to rely on home schooling, remote support from their teachers and a significantly reduced amount of face-face teaching. Naturally this has resulted in many gaps in the children's knowledge in all curriculum areas. In order to try and address this, school has been provided with a catch up premium for all children. Our catch up plan will focus catching up on any lost learning and gaps in knowledge and skills. The plan will focus on

- The health and wellbeing of the children
- Quality first teaching
- Classroom intervention
- Small group/individual intervention

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children not at expected chronological age in reading, writing and maths
B	Early reading and phonics levels (esp Year 1)
C	Basic sentence structure and being able to speak in full sentences.
D	Writing stamina

ADDITIONAL BARRIERS

External barriers:

E	Children's wellbeing and anxiety
F	Attendance in school (due to self-isolating or illness)
G	Access to home learning (lack of devices or internet connection)
H	Low levels of spoken English during the national lockdown period and the associated understanding of the language

Planned expenditure for current academic year

Quality of Teaching for all						
Barrier(s)	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?
A, F, G	Assess the gaps in children's curriculum learning with a focus on key skill indicators	Teachers aware of the relevant learning gaps in curriculum subjects. This will aid teacher's planning and priorities	EEF's COVID-19 support guide for schools.	Staff to assess gaps in curriculum delivery during the national closure period. Teachers to work virtually with the staff in prior and post year groups to their own. Priorities planning template to be used.	SLT	Autumn 2020 And throughout year.
A, F, G	Assess the gaps in children's learning through the use of NFER tests	Teachers aware of the relevant learning gaps in reading, GPS and maths. This will aid teacher's planning	EEF's COVID-19 support guide for schools.	Use of standardised NFER tests	JK	Autumn Term
C, D	To develop and implement strategies which improve the writing stamina of pupils.	All children regain the stamina and work ethic that was evident prior to March 2020	Outcomes of staff meeting discussion and class data reviews identify productivity stamina as an area of concern. OFSTED national findings	Teachers to provide the opportunity for a writing at length outcome within the majority of lessons taught which include the agreed strategies. SLT & English coordinator to scrutinize outcomes.	SLT / English Coordinator	Autumn 2020 And throughout year.

G	Devices made available for children to be able to access remote learning	Higher engagement in remote learning. Remote Learning Policy in place and implemented at the point of individual pupil isolation and /or school/bubble closure	DFE guidance	Audit families in order to ascertain number and type of IT devices and target school resources appropriately to support pupils with no or low accessibility, as well as those operating from hotspot wifi only. Follow up audits to any bubble (or full school) closure to determine appropriateness and success of the remote learning experience.	JK/NS	Autumn 2020
Total budgeted cost:						£4500
Targeted Support						
Barrier(s)	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?
A	Use of an academic mentor to provide small group provision	A mentor successfully delivering (English and maths) catch up to children across school	DFE's catch-up premium guidance	Support from Teach First	SLT	Application made. Review on application outcome

A	Employ a TA to facilitate running 'catch-up' interventions	A timetable of targeted catch-up programmes (see below) is being undertaken	EEF guidance	Use of an additional member of staff to ensure delivery of the programmes	JK	Appointment made Timetable completed Impact to be reviewed following outcomes to strategies listed below.
A, B, C, F, H	NELI Programme	Increased language development in EYFS & KS1	DFE's catch-up premium guidance	Use of the NELI resources and training Timetabled pupil targeted intervention for pupils YR – Y2 Programme entrance/exit data analyzed	JK	Impact reviewed at the end of the intervention programme. Pupil selections made during class reviews.
A, F	First Class at Number	Development of basic number bonds and strategies together with application confidence	EEF recommended catch –up programme	Use of the 1stclass@number resources and training Timetabled pupil targeted intervention for pupils Y1 – Y3 Programme entrance/exit data analyzed	JK	Impact reviewed at the end of the intervention programme. Pupil selections made during class reviews.

A, B, C, F, H	Project X Code	Development of basic reading strategies, increasing engagement, fluency and comprehension.	EEF recommended catch-up programme	Use of the Project X Code resources and training Timetabled pupil targeted intervention for pupils Y2 – Y4 Programme entrance/exit data analyzed	JK	Impact reviewed at the end of the intervention programme. Pupil selections made during class reviews.
A, F	Success @ arithmetic	Development of 4 operations knowledge and methodology, together with the confidence to apply to problem solving.	EEF recommended catch-up programme	Use of the success@arithmetic resources and training Timetabled pupil targeted intervention for pupils Y4 – Y5 Programme entrance/exit data analyzed	JK	Impact reviewed at the end of the intervention programme. Pupil selections made during class reviews.
					Total budgeted cost:	£26750.00
Other Approaches						
Barrier(s)	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?

F	Monitor children's attendance and punctuality Involve the EWO service as appropriate.	All children attend school regular and are punctual Attendance figures to be above the national/ LA level	Low attendance will impact on attainment and progress Heightened parent/ child anxiety levels due to COVID pandemic	Regular dialogue between the Attendance Officer and SLT Daily reporting to DFE	MB SLT	Daily – covid19 related absence triggers home learning provision. Other absence reviewed weekly/ monthly
A, E	Identified children who are emotionally vulnerable are supported to ensure full curriculum access.	Identified children will have a named member of the pastoral team to support their wellbeing	EEF guidance	Pastoral team	JB/ CC	Half termly (or sooner if a crisis need required)
E	To continue to develop the themes of concentration, creativity, relaxation and positivity with all children	Continue to use the Mindful Monsters approach with the children	EEF guidance	Use of the Mindful Monsters resources- parents/carers aware through newsletters. Pastoral team to liaise with teachers	SLT/ CW	Termly
						Total budgeted cost: £6000.00