



# COVID Catch Up Premium Report

## Stock C of E Primary School

Allocation of Funds			
Total Number of Pupils	195	Amount per pupil	£80
Total Catch Up Premium	£15600		

The Catch Up Funding is paid to schools in three instalments – Autumn 2020, Spring 2021 and Summer 2021.

In the Autumn term and Spring Term Stock received payments of £3980 and £5120, respectively and £6500 is due to be paid in the Summer Term.

## Challenges to Future Learning

Following assessments and teaching staff meetings on what they have observed in their classrooms, we have identified these as our main concerns:

Social and Behavioural Barriers	
	Learning behaviours – reduced concentration, independence and stamina for writing at length. Resilience has also reduced; pupils lack the motivation to not give up when they find learning challenging.
	The bubbles, social distancing between teacher and pupils, and sitting in rows has impacted on teaching and learning styles as well as significantly restricting interventions.
	EYFS have seen an increase in the number of pupils lacking confidence and independence. Social skills are not as developed e.g. taking turns, listening, following instructions and an awareness of others.
Academic Barriers	
	EYFS: children lack basic skills such as letter and number formation and sound pronunciation of pure sounds. The number of children with Speech and Language needs has increased.
	KS1: phonetic understanding, sentence structure not secure with gaps in punctuation and reduced vocabulary. Speaking and listening skills -Children are less able to discuss issues, ideas, express opinions and listen to others points of view. In Maths children are less confident in number and its application. Pupils find it difficult to explain their thinking and reasoning.
	KS2 maths children are not secure in what they have learnt at home. Find it difficult to apply learning. Reading comprehension has not developed. Children lack the ability to discuss and understand texts, and have not developed the stamina needed for longer texts. Sentence structure is generally secure but the children have not developed the higher level punctuation and vocabulary.

## Planned Expenditure and Actions.

At Stock our approach is to follow the EFF (Education Endowment Foundation) tiered model approach to focus on high-quality teaching, targeted academic support through one to one or small group work provided by teachers, LSAs and tutors, and wider strategies to include supporting pupils' social, emotional and behaviour needs.

Quality of Teaching				
Action	Intended outcome and success criteria	Monitoring	Staff Lead	Review
High Quality teaching encompassing explicit instruction, scaffolding, flexible grouping and a range of well established teaching and learning strategies.	Address whole class gaps in learning and understanding. The intended outcome is that common gaps in learning can be addressed efficiently and effectively for the whole class through focussed and incidental teaching and learning. High expectations, learning behaviours and learning stamina are re- established.	Evidence in planning and books. Learning Walks. Professional discussions/pupil progress meetings. Regular feedback to teaching staff.  Fixed item on staff meeting agenda and governors meetings.	Headteacher	Termly
Deputy Head Teacher and SLT with the support of the Headteacher to allocate specific time to monitor pupils who have been identified as 'newly vulnerable' in Reading, Writing and Maths.	The progress of this group will be monitored so that progress is accelerated to close the learning gap and address learning losses. The intended outcome is that this group of pupils achieve the previously expected outcomes in line with school data.	Regular feedback to teaching staff to ensure quick gains. Fixed item on staff meeting agenda and governors meetings. Headteacher to check quality of monitoring and impact as evidence in pupils books and attainment.	Deputy Head/SLT supported by Headteacher	The group of identified pupils will be reviewed half termly.

<b>Targeted Support</b>				
<b>SENCO to allocate ½ day a week to support and monitor the progress and wellbeing of SEN and disadvantaged Pupils.</b>	<b>Pupils with SEND and disadvantaged pupils receive support to close the learning gap and address learning losses. The intended outcome is that these pupils will make accelerated progress from their individual starting points</b>	<b>SENCO will monitor pupils progress with support of HT. Impact on attainment will be analysed. Regular feedback to teaching staff.</b>	<b>SENCO</b>	<b>Half termly</b>
<b>S &amp; L Specialist employed to deliver support to identified pupils with speech and language needs in Reception Class and Year 1 Class</b>	<b>Improve oracy and early literacy skills in EYFS.  To remove barriers to progress in literacy skills in Year 1.</b>	<b>Professional conversation between S &amp; L Specialist and EYFS Lead</b>	<b>EYFS Lead</b>	<b>Baseline Summer 1 Data Summer 2 Data</b>
<b>EYFS and KS1 LSAs to receive Talk Boost Training to implement I Can Strategy and reinforce work by S&amp;L Specialist.</b>	<b>Improve oracy and early literacy skills in EYFS.  To remove barriers to progress in literacy skills in Year 1.</b>	<b>Follow training and guidance by S &amp; L Specialist. Delivery and impact monitored by EYFS Lead. Feedback from EYFS teachers and Year 1 teacher.</b>	<b>EYFS Lead</b>	<b>Baseline Summer 1 Data Summer 2 Data</b>
<b>In Reception Class and Year 1 teachers employed additional ½ day a week to carry out focused and specifically targeted interventions for small groups.</b>	<b>Pupils are supported to make up learning losses so they can make expected progress from their starting points.</b>	<b>Reading and English Skills tuition by class teachers given their prior knowledge of the children. Pupil Progress Meetings</b>	<b>Headteacher</b>	<b>Summer Term Data</b>

<b>Targeted Support</b>				
Before school maths tuition interventions for identified pupils (small groups).	Pupils are supported to make up learning losses so they can make expected progress from their starting points.	Maths tuition by class teachers given their prior knowledge of the children. Pupil Progress Meetings - class teachers and DHT	Deputy head Teacher	Summer Term Data
Registered with Third Space Learning (DFe recognised provider) for 1 to 1 maths tuition for pupils in KS2.	Pupils are supported to make up learning losses so they can make expected progress from their starting points.	Maths Tuition provided during Lock down and continued for identified pupils in Summer Term. Pupil Progress Meetings - class teachers and DHT	Deputy head Teacher	Summer Term Data
Tutor employed ½ day per week to deliver 1 to 1 and small group support in KS2 in reading, writing or maths.	Pupils to catch up to outcomes achieved before Lockdown and make expected progress.	Pupil Progress Meetings - class teachers and DHT and English Lead	Deputy head Teacher English Lead	Summer Term Data
<b>Wider Strategies</b>				
Access wellbeing resources and/or coach to offer wellbeing sessions and support.	Pupils develop their self confidence, manage their emotions including stress and anxiety to improve overall learning behaviours and learner resilience.	Observations by Headteacher and SENCO	Headteacher	To be implemented in line with school risk assessment