



Coronavirus (COVID-19) catch-up premium Planned spending for 2020-21

1. Summary information				
Total premium	£50,240	Number of disadvantaged pupils	101	
2. Identified priorities (groups and/or year groups)				
1	Loss of learning and missed opportunities in lower years to gain foundations in phonics			
2	Due to the missed learning and previous low attainment of Year 5 pupils, significant support is required			
3	Due to previous data and our demographic of pupils, we assess that early reading skills suffered due to national and extended local lockdown.			
3. Selection of interventions				
Refer to: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support				
1. Supporting Great Teaching	As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.			
2. Supporting Great Teaching	Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.			
3. Targeted approach	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.			

4. National Tutoring Programme

Additional, targeted support for those children and young people who are disadvantaged or in vulnerable groups

Refer to: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#five>

<https://nationaltutoring.org.uk/ntp-tuition-partners>

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>

Planned tutoring programmes:

5.Planned expenditure 2020-21

Objective	Chosen action / approach	Cost	Outcome	Impact
<p>Supporting great teaching</p> <p>One to one and small group tuition</p> <p>Phonics & Interventions</p>	<p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p> <p>Due to the anticipated loss of learning in lower years, two teaching assistants and a teacher (Autumn term) have been employed to deliver phonics catch up sessions and an additional layer of support</p>	<p>NC – £15,864.64 SW - £9,213.69</p> <p>PP – £16,533.92 (Autumn)</p>	<p>Children who were previously assessed as being on track in their Spring 2020 assessment in the Foundation stage, will meet the required standard in the Year 1 phonics screening.</p> <p>Children who were previously assessed as being on track in their Spring 2020 assessment in Year 1, will meet the required standard in the newly introduced Year 2 phonics screening.</p>	<p>Children in KS1 are not adversely affected by a lack of phonological knowledge and are able to access the broader curriculum.</p>
<p>One to one and small group tuition</p> <p>Year 5</p>	<p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.</p> <p>Due to the missed learning and previous low attainment of Year 5 pupils, an additional teacher has been</p>	<p>HF – £15,222.84 (Autumn)</p>	<p>Identified children in the small group setting, make accelerated progress from the vulnerability index and close the attainment gap on the expected standard.</p>	<p>Children in the Year 5 group will be able to access whole class teaching to a greater degree.</p>

	employed for the Autumn term to deliver a bespoke catch up offer to an identified group of pupils to narrow the attainment gap.			
One to one and small group tuition & Extended school time BRWP	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. Due to previous reading data analysis and our demographic of pupils, we assess that early reading skills suffered due to national and extended local lockdown. As such, highly skilled teaching assistants will deliver BRP sessions after school as a means to narrow the attainment gap for identified pupils (PP and disadvantaged)	BRP - £3000	Selected children will have made accelerated progress through reading levels as identified through current assessments. This will be evidenced through benchmarking levels.	Selected pupils undertaking BRP will be closer to the age-related expectation for their year groups.
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Through close partnership working with the Trust, additional technology has been secured to support access to online learning.	Trust & School Investment = £20,000	To ensure that during any local lockdown measures or class closures due to confirmed cases, children who require technology have full access to this by establishing a loaning library.	Children isolating at home, do not suffer additional loss of learning time by having access to online sessions.