



COVID catch-up premium report

Only our best will do, be kind to one another

Our vision is for everyone to have a thirst for learning within a high quality, caring, inclusive school built on Christian values. We foster an environment where children show respect and kindness to one another and the world around them and who are prepared for an ever changing world.

Colossians 3:23, 'Whatever you do, work at it with all your heart'.

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	96	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7680		

STRATEGY STATEMENT

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In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This was based on the previous year's census meaning that Huby CE Primary School will be in receipt of £7680. The money allocated is to be spent as the school sees best. To support schools make the best use of the money, The Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches for recovery for all pupils.

At Huby CE primary School, this money will be used to provide:

- Curriculum resources and materials that support 'catch-up' and the mental health of pupils.
- Additional small group teaching support to develop the outcomes of children who have been identified as needing 'catch-up' in their learning.
- Assessment materials to identify gaps in learning and children requiring 'catch-up'.

There are three broad aims for catch-up/recovery at Huby CE Primary School:

- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by Covid-19 school closures.
- To support the well-being and mental health of all pupils.

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?
Rigorously assess core subjects using standardised methods NFER assessments purchased	<p>NFER assessments to be used throughout school</p> <p>Baseline September (Spring previous year)</p> <p>Summer – May</p> <ul style="list-style-type: none"> • Progress can be tracked over time • Gaps in knowledge can be identified and acted upon <p>Tracking system will reflect attainment and progress and high standards will be maintained</p>	<p>Study into the impact of partial school closures, conducted by the National Foundation for Educational Research (NFER) and funded by the Education Endowment Foundation (EEF), looks at the patterns in children's performance on NFER's standardised assessments in reading and maths. Use tests within school to highlighting common errors and misconceptions where they appear.</p>	<p>After a term back at school full time, with a focus on teaching, the children will be prepared to take the tests.</p> <p>Teachers will use the information provided to identify gaps and plan next steps and interventions.</p>	JC	End of May 21

<p>Develop a high-quality maths remote learning offer</p>	<p>Provide reports identifying where pupils are excelling, where they are being challenged and their learning needs and gaps.</p> <p>Provide high-quality remote learning which engages pupil with fresh activities and new content.</p> <p>Offers reward for perseverance and completed work</p>	<p>Mathletics is proven to significantly improve levels of attainment and progress (independently validated by the University of Oxford)</p> <p>Mathletics creates hugely increased levels of pupil engagement, confidence and motivation in maths</p> <p>Mathletics contains fully aligned comprehensive curriculum content, supporting a mastery approach, developing the core skills of mathematical fluency, problem solving and reasoning</p> <p>Mathletics comprehensively supports SATs preparation</p> <p>Mathletics provides powerful diagnostic reporting and assessment tools to assist with “life after levels”</p> <p>Mathletics can help close the attainment gap for FSM (Pupil Premium) pupils</p> <p>Mathletics can play a key role in encouraging a “Growth Mindset” in maths</p> <p>Mathletics is shown to assist in building parental engagement</p> <p>Mathletics effectively supports personalised learning</p>	<p>Introduce Mathletics for children in Y1-6 and Numbots in Reception. Use daily at home for remote learning, consolidating and extending taught lessons.</p> <p>On return to school use to address identified gaps, homework and consolidation</p>	<p>RB</p>	
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Total budgeted cost: £2500

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?
Lexia	To address the development of oral language, reading, spelling, and writing skills	EEF - promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One	All EYFS KS1 and 4 x Y3 children to use Lexia at least three times a week. Use monitoring reports to track progress and plan individual interventions.	EB	Spring and Summer 21
Small group catch up opportunities for children to consolidate and support teaching.	To consolidate application of basic skills in small teaching groups. Groups of children to retain basic skills in mathematics (4 operations) and English and apply these confidently.	The EEF evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.	Weekly teaching sessions with a teacher in school to over learn areas of the curriculum, forgotten, missing or needing consolidation.	EB to lead with AS teaching the small group sessions.	Summer 21
Total budgeted cost:					£4800
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?

<p>Use the Thrive approach strategies to promote mental wellbeing and emotional resilience, helping children to overcome barriers to learning and to adjust to the return of classroom-based learning.</p>	<p>Improved pupil resilience. Close the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence, and attendance. Enable staff using the Thrive Approach to feel more equipped to manage behaviour and better able to support more vulnerable children.</p>	<p>Underpinned by attachment theory, child development theory, play creativity and the arts and neuroscience. EEF - Interventions focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on groups of pupils with identified special educational needs or disabilities.</p>	<p>Complete training and implement through out the school. Monitor success using pupil and staff voice. Monitor incidents recorded on CPOMS</p>	<p>JC</p>	<p>Autumn 21</p>
<p>Total budgeted cost:</p>					<p>£380</p>