

COVID-19 catch-up premium report for Husbands Bosworth CE Primary School

COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils:	88	Amount of catch-up premium received per pupil:	£87.27
Total catch-up premium budget:	£7680		

Strategy Statement

This strategy has been designed to address gaps in children's learning caused by the COVID disruption. We have identified areas that evidence suggests will support children i.e. developing teacher knowledge and targeted support strategies. We have used the evidence to inform our decisions and ensuring that whilst this is a one-off grant, it will allow us to invest in some activities that will have a long term and sustainable impact beyond the life span of the funding window. We want to reduce the attainment gap between disadvantaged children and their peers and raise the attainment of all pupils, closing the gap between where they are likely to have been should the COVID disruption not have happened and where they are now.

Barriers to learning

Barriers to future attainment	
Academic barriers:	
A	Catching up on lost teaching time and practise of phonics
B	Gaps that have developed in children's knowledge in English and Maths

Additional barriers	
External barriers:	
D	Busy family life means that focused and targeted home learning is key. Providing learning 'like it is done at schools nowadays' to support parents' interaction with their child's learning and progression.
E	The continuation of bubbles closing due to COVID and supporting children to continue their learning from home in a remote way.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Phonics training in the Sounds Write approach - supporting teacher knowledge and consistency in teaching	All children will have high quality first teaching of phonics. SC A vast majority of children will meet the required standard in the phonics screening (June 2021)	Strand 3 of the EEF Improving Literacy in Key Stage 1 document.		AV	
Total budgeted cost:					£1400
Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date

Buy PIXL to supplement the curriculum £3740 (PIXL)	That identified children with Gaps in their learning will be able to make progress back to at least where they were prior to the COVID lockdown. SC We will see a reduction in the % of children who had fallen behind where we would have expected them to be (Using Sept 2020 baseline data)	Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs) EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)		AE and AV	
Provide additional catch up session in Maths focused on misconceptions and identified gaps £71 per afternoon (tutor sessions) x approx 20	Children to have a deeper understanding and the focused teaching of identified gaps	Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs) EEF Improving Mathematics in Key Stage 2 and 3 document		AE and AV	
Buy a subscription to Mathletics. Children use this for home learning £500	Children to have more practise of maths they have learnt at school.	EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)		AE and AV	
Total budgeted cost:					Total = £5100

Other approaches					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Hearing children read – particularly those who are not regularly reading at home.	The children will build fluency and enjoyment of reading.	Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs) Reading aloud supports the development of reciprocity. Section 2		AV	
Buying and using the Spelling Bee app for all families	Children able to rehearse spellings in an engaging way. SC An improvement in spelling scores linked to prior attainment and SPAG baselines Improvement in spellings in writing	EEF Improving Literacy in KS1 document – strand 6 EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)		AV and CO	

The creation of a series of short videos that parents can use at home to support phonics learning.	Parents are able to practise phonics at home in a manageable and accurate way – the more the children familiarize themselves with the phonics the more they will become embedded.	EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)			
Total budgeted cost:					£1200

Additional information

EEF Guidance reports

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

The school uses Puma, Pira and grammar tests 3 times a year to capture standardized scores of children from Year 1 – 6. These help us to evaluate the progress individual children and groups of children are making. Whilst this is not a completely accurate measuring instrument it is good enough to provide us with some data to evaluate the impact that interventions have.