

## COVID-19 CATCH-UP PREMIUM STRATEGY 2020/2021

### SUMMARY INFORMATION

<b>Total number of pupils:</b>	<b>611</b>	<b>Total catch-up premium budget for 2020/2021:</b>	<b>£48,880.00</b>
<b>Amount of catch-up premium received:</b> £46.67 per pupil split across payments 1 & 2 £33.33 per pupil for payment 3	<ol style="list-style-type: none"> <li>1. Covid-19 Catch Up Premium Allocation – Autumn (received: October):</li> <li>2. Covid-19 Catch Up Premium Allocation – Spring (received: March):</li> <li>3. Covid-19 Catch Up Premium Allocation – Summer (expected: date TBC):</li> </ol>		<p>£12,340.00</p> <p>£16,180.00</p> <p>£20,360.00</p>

### STRATEGY STATEMENT

#### Brief overview of our catch-up premium strategy:

The government is providing funding to cover one-off universal catch up premium for 2020 – 2021 academic year. It is to reduce the attainment gap between our disadvantaged pupils and their peers and to support all pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

The mental, physical and economic impact COVID – 19 has brought about an unpredictable amount of challenges, affecting every family within our school community. This has manifested itself in different ways and therefore it is crucial that, as a school, we re-establish routines and reconnect pupils with their learning. This plan aims to set out how, as a school, we intend to accelerate catch-up learning for our pupils.

- To provide quality first teaching to support identified children in Y3 and Y4
- To provide additional support for reading interventions to close gaps for targeted pupils and accelerate progress in Y3 – Y5

## BARRIERS TO FUTURE ATTAINMENT

**Academic barriers:** (issues addressed in school such as low levels of literacy/maths)

A	Gaps in learning (RWM) due to missed education and forgotten learning, especially for disadvantaged pupils across the school
B	Limited opportunities for children to read (decoding and comprehension), due to little access to books and forgotten phonic skills
C	Gaps in language and communication across the school, particularly for disadvantaged/EAL pupils

## ADDITIONAL BARRIERS

**External barriers:** (issues which require action outside school such as home learning environment and low attendance)

D	Limited resources and support from parents during lockdown
E	Limited access to devices for remote learning
F	Poor attendance for a small minority of 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?
Ensure all pupils are well supported to catch up on missed learning in English and maths through an adapted curriculum	<p>Accelerated progress towards previously expected outcomes</p> <p>Gaps between disadvantaged and non-disadvantaged pupils being to close</p>	Use of O Track and PiXL PLCs and their associated therapies and tests. These resources can then effectively track back to previous year group and quickly help children to secure essential learning before they move forward	<p>English and maths AHT to quality assure implementation through regular work and planning scrutinies</p> <p>SLT to review pupil progress via regular Pupil Progress meetings</p>	ER & CM	Half termly feedback to SLT
Implement specialist precision teaching which is sharply focused	All pupils are well supported to close gaps in learning and rapidly catch up on missed learning in English and maths	Reading recovery programme and PiXL PLCs and their associated therapies and tests can effectively identify areas to focus on and then quickly help children to secure essential learning before they move forward	<p>English and maths AHT to quality assure implementation through regular work and planning scrutinies</p> <p>SLT to review pupil progress via regular Pupil Progress meetings</p>	ER & CM	Half termly feedback to SLT
Total budgeted cost:					£17,756.00

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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?
Additional teachers to target identified children in Y3, Y4 and Y5 working just below ARE in maths	To accelerate progress of targeted pupils who are not on track to reach ARE in maths, by the end of the summer term	Quality first teaching to small group of pupils who are working behind the remainder of the year group	Two experienced teachers will work with targeted pupils across Y3 and Y4 to embed the basic maths skills lost during lockdown	ER & CM	End of summer term
Reading recovery intervention	To accelerate progress of targeted pupils who are not on track to reach ARE in reading by the end of the summer term	Reading recovery intervention	Identified pupils will have 1 :1 sessions 3x weekly	ER & CM	End of summer term
Early Years support	To accelerate progress of pupils who are not age related in communication	Quality first teaching to small group of pupils who are working behind the remainder of the year group	Experienced TA to target pupils in reception and nursery	ED	End of summer term
Total budgeted cost:					£17,756.00 £9,231.25

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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?
Annual subscription to The National College to provide CPD for all staff	Professional development opportunities for all staff in a range of areas	Sharing of best practice enhances quality first teaching and staff keep up to date with developments in subjects areas and all areas of education	Staff meeting feedback and development opportunities and ideas brought through into team action plans	RG & SSA	Autumn term
National Tutoring programme	To accelerate progress of targeted pupils who are not on track to reach ARE in reading and maths by the end of the summer term	Quality first teaching to small group of pupils who are working behind the remainder of the year group.	Identified pupils (16 = R in Y5, 1 = R in Y6) will have 1:3 sessions 2x weekly of 1 hour.	RG	Autumn term
Reading recovery resources	To accelerate progress of targeted pupils who are not on track to reach ARE in reading by the end of the summer term	Quality reading books at age appropriate and interest appropriate will engage and support pupils to develop their reading fluency.	Identify pupils reading level and use Big Cat Progress books to support develop reading fluency	RG, CM, ER	Autumn term
Total budgeted cost:					£1,245.00 £2,5600.00

## ADDITIONAL INFORMATION

Documents referred to:

- O track and PiXL
- Analysis of attendance records
- COVID – 19 Support Guide for Schools
- Reading recovery programme
- EEF Intervention Guide