# COVID-19 catch-up premium report for Meadowdale Primary School

## COVID-19 catch-up premium spending: summary

| Summary Information | | | |
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| Total number of pupils: | 345 | Amount of catch-up premium received per pupil: | £80.00 |
| Total catch-up premium budget: | £29280 | | |

| Strategy Statement |
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| 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 | |
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| **Academic barriers:** | |
| A | Catching up on lost teaching and learning time of phonics and early reading |
| B | Gaps that have developed in children's knowledge in English and Maths |
| C | Emotional issues and anxiety that has developed or worsened during the crisis |

| Additional barriers | |
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| **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 | | | | | |
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| **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 (£2000) | 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. | | MH | July 2020 |
| Provide high quality training for teachers to enable them to deliver reading fluency interventions for small groups and apply principles to whole class reading lessons. (£3932) | Increased reading fluency will lead to improved comprehension of texts. | The reading fluency intervention has an indirect benefit to all pupils because it facilitates the increased sophistication of texts that are used in lessons across the curriculum. | | | July 2020 |

| Support for families to enable children learn remotely from home as required in line with government guidance.<br>(£600) | Children's learning will move seamlessly from in school provision to remote provision as needed. | Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision. | | | July 2020 |
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| | | | | Total budgeted cost: | £6532 |

| **Targeted support** | | | | | |
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| **Action** | **Intended outcome and success criteria** | **Evidence and rationale for this choice?** | **Evaluation** | **Staff lead** | **Review date** |

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| Buy PIXL to supplement the curriculum £2700 (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) | | MH | July 2020 |
| Provide additional catch-up sessions in English and Maths (£4432) | Children to have a deeper understanding and the focused teaching of identified gaps **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) | The evidence indicates that small group and one to one interventions 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. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. | | | July 2020 |

| Purchase SATS buster workbooks for year 6 cohort (£500) | Children are prepared for the statutory assessments at the end of the year and also for transition to key stage 3 **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) | | | | July 2020 |
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| | | | | Total budgeted cost: | Total = £7632 |
| **Other approaches** | | | | | |
| **Action** | **Intended outcome and success criteria** | **Evidence and rationale for this choice?** | **Evaluation** | **Staff lead** | **Review date** |

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| Provide 1:1 support and therapeutic work to help children with self-regulation, self-calming techniques and understanding emotions (£5467)<br><br>SC<br>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) | Children are able to deal with big emotions in a positive way that supports increased focus on learning. | EEF guidance - Improving Social and Emotional Learning in Primary | | JK | July 2020 |
| Ensure cover is available when staff need to self-isolate and/or shield for COVID related reasons (£9649) | Quality first teaching is maintained in all classrooms to ensure that pupil outcomes are high | It is important to protect our core offer both for in school provision and remote learning.<br>The EEF covid resources state;<br>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. | | | |
| | | | | Total budgeted cost: | £15116 |

| Additional information |
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| EEF Guidance reports<br>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf<br>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/<br>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/<br><br>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. |