



Highfield Primary COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	681	Amount of catch-up premium received per pupil:	Autumn and Spring: £46.67 per pupil - 625 (Oct 20): £29,168 Summer 21: £33.33 per pupil: £20,831
Total catch-up premium budget:	£49,999		

STRATEGY STATEMENT

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The school has been funded approximately £49,999 in Covid catch up funding. This will be spent on teachers doing pre and post school small tutor groups (4-6) twice a week. The children we will focus on are the children who have fallen behind the furthest due to the school closure. They will be a 6 week program and we will review progress at the end of the program. Another group will then be focused on the following half term. cost £15,000 approximately
We are also paying for a Maths specialist, who has worked with the school for many years to work with groups and 1:1 with children. Cost Approximately £5-7,000
We also want to invest in technology so that families who do not have access (or have limited access to technology) can borrow from the school. Also this will allow the potential of remote tutoring while the children are off site. Cost Approximately £10-12,000
We are also currently reviewing other options for outside tutors but we want to know that they are effective. This is where the bulk of the rest of the money is planned to be spent.

Aims

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils who have fallen behind their expected attainment levels as a result of the school closure

Barriers to learning

ARE: Age related expectations GD: Greater Depth

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	<p><u>Maths</u> Approximately 24% of pupils who were at ARE before lockdown were below ARE when assessed in October 20. Approximately 16% of pupils who were at GD before lockdown were below GD when assessed in October 20.</p>
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B	<p><u>Literacy</u></p> <p>Reading</p> <p>Approximately 18% of pupils who were at ARE before lockdown were below ARE when assessed in October 20. Approximately 12% of pupils who were at GD before lockdown were below GD when assessed in October 20.</p>
C	<p>Writing</p> <p>Approximately 18% of pupils who were at ARE before lockdown were below ARE when assessed in October 20. Approximately 8% of pupils who were at GD before lockdown were below GD when assessed in October 20.</p>

ADDITIONAL BARRIERS

External barriers:

D	We have had to adjust the way we run intervention so the children have fewer contacts due to covid
E	Children are spending less time in school due to self-isolation (closure of bubbles) and partial closure of the school (also due to Covid)
F	An increasing number of children have had poor attendance since the start of the current academic year (as of November 2020 12% of pupils had attendance under 90%) <i>This figure excludes self isolation due to Covid contact.</i>
G	23% of parents of disadvantaged children report that they do not have a quiet area at home that they can focus on school work

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?
Use of Maths specialist to work with groups of children and 1:1 to do pre and post teaching of Maths	Enable to class teacher to teach smaller groups. For children to catch up the gaps in their learning in Maths and increase their confidence in the subject	Evidence from EEF about the value of pre-teaching for all to access the curriculum In school data and feedback has shown the positive impact of the maths specialist in previous years	Book looks, data tracking	Assistant Headteachers	April 21
To support children reading for pleasure	For all children to have access to a wide range of books and all children to read for pleasure	DFE Research paper – Research evidence on Reading for pleasure (2012)	Reading records, teacher feedback, pupil voice	Senior Leadership team/English lead	April 21
To identify and buy in wellbeing and resilience programs to support children feel more confident about themselves and their future.	For children to be able to speak confidently about their successes and report that they feel confident about their future prospects	Pupil conferencing has shown that with our older children some are worried about missed learning and how ready they will be for the next stage of their education.	Pupil voice	Senior leaders	July 21
					£21,000
Total budgeted cost:					
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?

Teachers to lead after school interventions targeted at children who have significantly fallen behind as a result of the school closure	A significant number of children who have fallen behind as a result of lockdown will catch to their expected level	Evidence from EEF and Sutton trust for teacher to lead interventions groups.	Book looks, data tracking	Senior leadership team	April 21
To ensure all children have access to technology to enable them to have access to online learning both when school is open or in any bubble/whole school closing	All children to have access to devices that will enable online learning.	In school survey which has shown us a minority of children have struggled to access the school's online learning due to limited access to technology. Those children have disproportionately fallen behind as a result of lockdown.	Purchase of chrome books, contact families that have struggled to access on line learning. Review how this has impacted children's access to online learning.	Senior leadership team	April 21
Total budgeted cost:					£27,000
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?
To use outside tutors to focus on key skills (reading and numeracy) in small groups	For children to develop the key skills they are struggling with.	Evidence from EEF/ Sutton Trust for high quality, small group Tutoring	Baseline, mid point and final assessments	Senior leadership team	April 21
Total budgeted cost:					£10,000