



# 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
Spent as of summer 21	Approximately £30,000		
Left to spend in 21-22	Approximately £30,000		
Total catch-up premium budget:	£49,999 + £10,800		
Catch up Tutoring Budget	£16,605		1230 hours from now until end of July. Will be funded over the 3 terms

## STRATEGY STATEMENT

The school has been funded approximately £49,999 in Covid catch up funding for 20-21 and a further £10,800 for 21-22. 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	<b><u>Maths</u></b> Approximately 13% of pupils who were at ARE (In Years 2-5) before lockdown were below ARE when assessed in June 21.
B	<b><u>Literacy</u></b>  <b><u>Reading</u></b> Approximately 9% of pupils who were at ARE(In Years 2-5) before March 20 lockdown were below ARE when assessed in June 21.

C	<b>Writing</b> Approximately 16% of pupils who were at ARE (In Years 2-5) before March 20 lockdown were below ARE when assessed in June 21.
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#### ADDITIONAL BARRIERS

##### External barriers:

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
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## 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	Summer 21 (will continue in the Autumn term)

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	Implemented in Spring 21
					£12,100
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	Dec 21
Total budgeted cost:					£2,900
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><b>From September 21:</b></p> <p>To use an outside Tutor to focus on Writing skills</p>	<p>For children who have fallen behind in their writing, as a result of the pandemic, to catch up to Age Related Expectations</p>	<p>Our Summer 21 data shows us that writing is now the area in which the highest % of children have failed to catch up.</p>	<p>Baseline, mid point and final assessments and observation of teaching and the work pupils produce/what pupils tell us</p>	<p>Senior leadership team</p>	<p>Dec 21</p>
<p><b>To get 15 additional sessions from our speech and language therapist to support children with speech and language difficulties</b></p>	<p><b>Universal provision</b></p> <p>To ensure that class teachers have a communication friendly environment, are aware of key strategies to support children's speaking and listening</p> <p><b>Targeted provision</b></p> <p>To identify and support key children, provide intervention support to improve attention, language vocabulary, language narrative skills and understanding</p> <p><b>Specialist provision</b></p> <p>Complete assessments, reports, parent liaison in providing 1-1 speech programmes and some</p>	<p>SENCO and SALT to revisit with teachers' previous staff training on setting up a Communication Friendly classroom environment (essential good practice for quality first teaching) Provide refresher INSET to teachers.</p> <p>Teacher referrals to SENCO (observation in class/on the playground) onward referral to be made to SALT to observe, assess and report. A small number of children with articulation needs to receive programmes (SALT to model to parents and provide some support in school)</p> <p>SALT to look at the needs of the cohort, set up and run a KS1 narrative group intervention</p>	<p>SENCO overseeing referral process. SALT sets out her agenda for each additional day, feedback meetings each week with SALT to discuss identified needs and plans to overcome barriers of learning for key children.</p> <p>Intervention tracking on speech &amp; language shared drive clearly showing implementation and progress data.</p> <p>Feedback from parents &amp; staff</p>	<p>SENCO Cathy Togher &amp; SALT Elaine Dunn</p>	<p>Half termly meeting to review case load</p> <p>Intervention pre/mid and post assessment data</p>

	statutory advice to secure successful EHCP applications to meet long term needs of a small number of key children				
Total budgeted cost: £5,000					

Tutoring					
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?
Pay for a trained tutor from the National tutoring program to work with children in 3 times a week in groups of 3 focusing on key skills in Numeracy and reading. Each child will have a 15 hour program. It will be a mixture of in school and after school sessions.	Targeted children to catch up to to Age related expectations or to develop the skills they need to access the curriculum in their year group without significant additional support	Evidence from EEF and Sutton trust for teacher to lead interventions groups.	Book looks, data tracking, observations	Senior leadership team	Jan 22
funded cost per hour per child					£13.50
Actual Cost per hour per child					£13.25

Total budgeted cost: £16, 605
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