

COVID-19 catch-up premium report at Stoke by Nayland C of E Primary School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	41	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£3280		

STRATEGY STATEMENT

Following the baseline assessments made in September, teachers highlighted the following needs for our children:

- Rapid Phonics intervention for Years 1 and 2
- Greater reading provision from Year 1 - 6
- Mental Maths multiplication agility to be improved from Years 2 – 6
- Specific children needing basic number/reading/writing support

The overall aim of our strategy is to provide as little disruption to quality first teaching as possible. Research from EEF shows that children are best placed within the class setting to make the most progress. Children are therefore timetabled for additional support between 1.30pm – 3.30pm on a Monday to Thursday where possible and support is provided in class based on the current learning. It is our intention to reassess the needs of our children in January and adapt our provision accordingly in light of those needs.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Phonics recall and application – identified through phonics baseline assessments in class
B	Rapid recall of multiplication facts and the ability to apply this knowledge – identified through baseline assessments in class
C	Reading fluency

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	
E	
F	

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?	Cost
Further development of self regulation and metacognition	Behaviour is well managed Children are more emotionally literate Children understand good learning behaviours	Children away from school for a long period of time, expectations to be re-established The work of Paul Dix The work of Guy Claxton EEF – metacognition and self-regulation EEF – social and emotional learning	First weeks of Autumn Term sharply focused on school rules, the zones of regulation and SBN's 'Building Blocks for Brilliance'	All	January 2021	PP
Development of long term and working memory	Children remember more over time, evidenced in quizzes	Development of schemata and knowledge that 'sticks' The work of Tom Sherrington	Regular low stakes quizzing in class Evidence in books	SS	Second half of Spring Term 2021	PP
Exposure to high quality texts through whole class/guided reading	Exposure and explicit teaching of tier 2 vocabulary Improved fluency through choral reading Increased confidence	EEF – Reading comprehension strategies, approaches deliver an additional 6 months' progress	Staff meetings Lesson dips Professional discussion	SS	July 2021	PP

Improve the quality of feedback and marking	Tightly focused feedback Children acting upon feedback More time to devote to the curriculum	EEF – Feedback research	PD day Book looks Lesson dips	KMW	Spring Term 2021	PP
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?	Cost
Phonics Intervention group with qualified teacher	Improved recall and application of phonics	Poor retention identified from baseline EEF – Phonics research EEF – small group tuition	Monitoring of phonics recall through assessment Lesson dips, professional discussions with group leader, teacher and LSA	SS	February half term 2021	£45 x 12 = £540
Small group/1:1 Catch up with qualified teacher	Gaps in learning addressed – place value, basic addition/subtraction/multiplication/division	Low base line outcomes EEF – Small group tuition research EEF – Individualized instruction research EEF – one to one tuition research	Number Stacks intervention, levels recorded on baseline and then after 4 weeks	SS/KMW	December 2020	7 hours per week x £12 per hour x 5 weeks =£420
Daily reading for the poorest readers	Confidence boosted Improved fluency and enjoyment	EEF – individualized instruction research	Timetable Reading folder set up	SS/SA	February 2021	LSA time
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?	Cost
Access to Times Tables Rock Stars from Year 2 - 6	Improved accuracy of multiplication facts and recall	EEF – Digital technology research	Class timetables Advancement on programme Improved recall in PUMA tests	SA/KMW	April 2021	£131
Headphones for every child	Full use of new computer suite	EEF – Digital technology research	Class timetable use of computer suite Feedback from children/teachers	KMW	February 2021	£130
					Spend so far:	£1,221

