

# COVID-19 Catch-up Premium Report

## Ombersley Endowed First School

### COVID-19 catch-up premium spending: summary 2020-21

SUMMARY INFORMATION			
Total number of pupils:	112	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8,800		

### STRATEGY STATEMENT

#### OEFS catch up strategy

1. From baseline assessments and Pupil Progress meetings we identified pupils who would benefit from catch up interventions.
  2. Our priorities are gaps in the core subjects.
  3. Pupils are supported to catch up with additional support in class by experienced Teaching Assistants.
  4. EYFS pupils will benefit from the Nuffield Early Language intervention.
- The overall aims of our catch-up premium strategy are:
    - To reduce the attainment gap between your disadvantaged pupils and their peers
    - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in Literacy attainment got wider during lockdown
B	Writing attainment assessed as area of most concern in baseline assessment
C	Gaps in Maths attainment got wider in lockdown
ADDITIONAL BARRIERS	
External barriers:	
D	Pupils in receipt of Pupil Premium who also have SEND/ Social, Emotional issues
E	Some pupils did not engage with home learning during the first lockdown 2020
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?

<p>Increase quality texts for children's early reading skills and to support KS2 children who still required books from a structured reading scheme.</p>	<p>Increase range and quality of texts available to children.</p> <p>Scaffold struggling KS2 readers with engaging, age appropriate texts which match their reading ability.</p> <p>Success criteria: gap in reading skills narrowed</p>	<p>Children's literacy skills have suffered as a result of the 2020 lockdown. Therefore, more children require access to reading scheme books to allow teachers to teach reading effectively and close attainment gaps quickly.</p> <p>It is important for children's self-esteem that the books they are reading are at an appropriate level for their chronological age and not their reading age.</p>	<p>Monitoring of data</p> <p>Observations of whole class reading and 1:1 reading session.</p>	<p>Caroline Moore</p>	<p>Summer 2021</p>
<p>Implement whole staff training (when restrictions allow) focused on improving writing skills and the effective teaching of writing.</p>	<p>Increase percentage of children achieving an expected level for writing</p> <p>Success criteria: gap in writing skills narrowed</p>	<p>The Autumn 2020 data identified that children's writing skills had suffered the most as a result of the 2020 lockdown.</p> <p>It is important that staff receive targeted and up to date CPD to improve their knowledge when helping children to close the gap that has developed</p>	<p>Data</p> <p>Any impact of training on planning for writing</p> <p>Observations of writing lessons</p>	<p>Caroline Moore</p>	<p>Summer 2021</p>

New Mental Health First Aiders trained for school	2 newly trained Mental Health First Aiders will be trained to support all children on their return to school and to be the first point of contact for staff and children who are struggling with their mental health.  Success criteria: children and staff have good mental health and know how to seek support if they need it.	Mental health for children has been a focus of our recovery during Autumn 2020. We expect some children to display poor mental health on their return to school and due to the departure of the current Mental Health First Aider it is important that we train a replacement to be available on the children's return.	Staff meetings  Pupil progress meetings  Safeguarding Team meetings  Parents evening	Caroline Moore	Easter 2021 (or upon the children's return)
Quality Teaching Total budgeted cost:					£1480
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?
TA support in Key Stage 2- afternoons	The children will make accelerated progress and identified small group and 1:1 needs will be supported effectively  Success criteria: all children make good progress from their baselines	There are a wide range of additional needs within the Key Stage 2 cohort and additional adult support will allow for further differentiation and additional support for children who require it.	Monitoring of data  Staff performance management  Learning walks/ observations of practice	Caroline Moore	Termly during academic year 2020-21

Additional TA support in Key Stage 1- 2 hour per day for catch up interventions	The children will make accelerated progress and identified small group and 1:1 needs will be supported effectively  Success criteria: all children make good progress from their baselines	Key Stage 1 pupils missed a large proportion of school last year and some children have big gaps in their knowledge and skills.  Additional adult support in this Key Stage allows for the children with the most significant needs to be targeted in small group.	Monitoring of data  Staff performance management  Learning walks/ observations of practice	Caroline Moore	Termly during academic year 2020-21
Nuffield language intervention	To improve early language skills in Reception children	This 20 week intervention will allow small groups of identified children to make accelerated progress with their language skills to help them to use these skills at an age appropriate levels and to assist with identifying any underlying language needs	Baseline before start of intervention  Assessment at the end of the intervention	Dan Postans	Summer 2021
Targeted Support Total budgeted cost:					£7082
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?

Maths resources for Key Stage 1- Primary Stars	To allow for effective differentiation of National Curriculum content.  Success criteria: to provide appropriate content to children who have gaps in their mathematical knowledge	Some key stage 1 children have gaps in their mathematical knowledge as a result of the 2020 national lockdown. This resource allows for the subject content to be effectively differentiated to meet individual children's needs	Monitoring of teaching  Internal data and reporting	Caroline Moore	Termly 2020-2021
				Other Approaches Total budgeted cost:	£65
				Total Spend	£8627
				Total Catch Up Fund	£8800
				Remaining Balance	£173

## ADDITIONAL INFORMATION

Information used to support the above planned spend:

- Internal data
- Consultation with staff
- Evidence and consultation with families
- Evidence from the EEF [families of schools database](#)
- Recent school Ofsted report
- Guidance from experts
- Consultation with local pyramid schools