



SIMONSIDE PRIMARY SCHOOL

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	252	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,160		

STRATEGY STATEMENT
<p>Our school catch up priorities are:</p> <ul style="list-style-type: none">Support the emotional well-being and mental health of pupilsSupport Early Years and KS1 children in closing the attainment gap in phonicsSupport children in developing and improving inference and fluency in reading, particularly in KS2Develop greater fluency in times tablesMonitor attendance of children to ensure they are in school to learn and that absence does not hinder catch up strategies <p>We will do this by:</p> <ul style="list-style-type: none">Providing high quality PSHE lessons and interventions, involving external agencies where neededUse interventions such as BLAST and Launchpad for Literacy Toolkit in Early YearsIntroduce phonics and spelling interventions to support pupils in both KS1 and KS2Rigorously monitor attendance for all children to ensure learning gaps closeEmbed a strong program of home learning to ensure children who are absent do not fall further behind their peers

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some children may find difficulty in settling back into school routines and may have limited levels of concentration due to COVID-19 and the lack of structured learning experiences since school closures in March 2020 and January 2021. Children may have low self-confidence and have low levels of resilience.
B	Access to remote education due to lockdown was variable throughout the school, therefore there are gaps in knowledge. Gaps needed to be addressed quickly to ensure children catch up and make appropriate progress.
C	

ADDITIONAL BARRIERS

External barriers:

D	For some pupils, low attendance is an issue that will effect academic progression. Targeted children will be monitored closely to ensure that further attendance issues due not effect academic progress further.
E	Potential on-going impact of COVID-19 on attendance/progress (i.e. potential bubble closures, isolating individuals in line with government guidance etc.)
F	Lack of engagement from parents/carers to support with remote education has impacted on progress.

Planned expenditure for current academic year

Targeted support						
Strategy	Rationale	Implementation	Intended outcome and success criteria	Staff lead	Costings	Review
One to one and small group intervention/ catch up to enable more children to reach ARE by the end of the year.	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy (EEF)	<p>Regular 1:1 or small group reading with targeted children.</p> <p>Additional support for development of fine and gross motor skills (R – Y1) following Teodorescu Program.</p> <p>Additional support for development of writing skills. Focus on sentence construction and grammar from Y1 to Y6.</p>	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.	J. Parnaby L. Pegman	<p>Teacher employed for one day per week to provide Y1 targeted work on writing. £1,200</p> <p>Additional TA employed for one term to focus on catch-up interventions in KS2. £6,000</p> <p>External staff (Scout Ed) to cover PPA time to release HLTAs to focus on interventions. £3,230</p> <p>1 x HLTA (from existing staff) taken off class-based timetable to enable intense support to be given to 2 targeted year groups</p>	End of Summer 1 2021

One to one and small group intervention to support children's phonic knowledge and understanding.	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF)	Daily phonics/spelling support for target individuals from Y1 –Y6. RWInc Phonics RWInc Spelling Spelling Shed	Narrow gaps of phonics knowledge for targeted pupils.	J. Parnaby L. Pegman	Intervention delivered by TAs/HLTAs. 1 TA given temporary HLTA contract to cover PPA to release more HLTA's to deliver interventions. £1,771	End of Summer 1 2021
Small group intervention to support children to reach age related expectations in maths and develop in fluency.	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF)	Regular small group support for times tables, fluency of all four operations. White Rose Times Tables Rockstars	Narrow gaps of mathematical knowledge for targeted pupils.	J. Parnaby N. Sultan	Intervention delivered in class by TAs/HLTAs. 1 x HLTA (from existing staff) taken off class-based timetable to enable intense support to be given to 2 targeted year groups	End of Summer 1 2021
Total budgeted cost:					£12,201.00 (current spend to end of Summer 1)	
Other approaches						
Strategy	Rationale	Implementation	Intended outcome and success criteria	Staff lead	Costings	Review

Intervention Programmes	In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary (EEF)	Blast programme delivered in Reception.	Children will show improvement in development of speech, language and communication and narrow attainment gap	Reception Teachers		
Mental Health & well-being support	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results (EEF)	Mental Health & well-being issues addressed through targeted support for children (1:1 and small groups, where restrictions allow)	Mental Health and well-being issues will be addressed swiftly and effectively, allowing targeted children to be appropriately prepared to access learning; this will ultimately enable them to make accelerated progress, ensuring mental health/well-being issues are not affecting their learning.	J. Parnaby E. Lowe	Place2Be Free Training Course completed by designated staff HLTA	
Total budgeted cost:					£0	