

# Broadmayne First School COVID catch-up premium report

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## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	140	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£11,440		

### STRATEGY STATEMENT

The school has identified that the impact of lockdown has impacted most heavily on:

- Children in our younger classes, most specifically Year 1
- Areas of maths that would have been taught to older children whilst on lockdown
- some areas of phonics
- writing stamina
- speech and language development

Our core approach to support this is the employment of an experienced support staff member for mornings and the use of a qualified teacher to provide catch up support for one day a week. The support staff member will provide directed support, working alongside the classteacher, in order to target specific need within the Year 1 class. The teacher will provide small group support across the older year groups.

Our priorities in Year 1 initially are:

- speech and language
- writing and pencil control
- behaviour and well being

We recognise these may change as the year moves on, and we expect to be proactive in our response to this.

Our intent is to raise the well being and attainment of all children thus minimising the impact of Covid on our pupils.

## Barriers to success

### BARRIERS TO FUTURE ATTAINMENT

Barriers to future attainment, success and well being:

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. There are expected to be gaps as we move through into the spring and summer terms. Recall of basic skills has suffered - children are failing to recall basic number facts or times tables, and strategies for calculations have been forgotten. This is reflected in assessment across all year groups.
English	Writing: Units of learning have not been missed in the same way as they have within maths, as writing is taught in a different way. However, pupils have lost essential practise of writing skills. SPaG and phonics knowledge has suffered, leading to a lack of fluency in writing. Reading: Many children accessed reading more than any other subject during lockdown. However the gap between those children that read widely and those that don't has now increased.
Well being	Behaviour has been impacted on as a result of lock down. Some children have returned unable to manage the school day in a positive way, evidenced through low attendance, poor time keeping and difficulties following rules and routines and interacting with their peers. Well being is acting as a barrier to success, as children try to cope with the difficult feelings that are a result of lockdown and the ongoing Covid related issues.

## 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?	Impact upon review	Staff lead	Review date:
Supporting Quality First teaching	Teachers are supported to develop their curriculum to ensure children have access to any missed learning, with regard to how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time given to staff to plan core subjects. Money set aside to allow subject leaders non contact time to ensure development of their own subjects and support across the school. Refer to below for rationale to support this: <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>		HC and subject leaders	Feb 2021
Total budgeted cost:					£1280 8 x whole day supply cover
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Impact on review	Staff lead	Review date:
1:1 and small group support - curriculum	Identified children will have increased rates of progress in reading, writing and maths, ensuring their confidence and understanding of basic maths skills and closing any identified gaps.	Based on guidance from EEF (see link above), using targeted intervention, working closely with class teacher and assessing impact at regular intervals.		Each class teacher will monitor their own year group children - over seen by HC.	Jan 2021
1:1, small group and class support - well being and behaviour regulation	Identified children will be supported in managing their own behaviour and in social interaction with their peers.	Well being directly impacts academic progress and we will support those children that need extra work in this area so they can access the full curriculum in a positive way.		MC-G, HC	Jan 2021
Total budgeted cost:					£10.160

## ADDITIONAL INFORMATION

- Funding for staff: this represents part funding of a teacher 1 day a week to provide interventions, and support staff 5 mornings a week to provide targeted support with younger children). Part payment for teacher led intervention groups is also provided through our Pupil Premium funding.
- the school recognises that in order to have the most impact all intervention and support strategies must be as proactive as possible. Staff will work closely together to monitor the impact and adjust provision as necessary.