

Saxton CE Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	59	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£4720		

STRATEGY STATEMENT	
<p>The aims of this strategy are:</p> <ul style="list-style-type: none"> ○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures ○ To accelerate the progress of pupils not yet reaching age-related expectations in English and maths in order to close their individual gaps ○ To support the wellbeing of pupils through the implementation of pastoral strategies which impact upon their learning ○ To provide targeted intervention for high-needs cohorts to reduce adult:pupil ratios and provide more effective support for learning <p>We will do this through a blended approach that improves access to resources, increases the number of staff trained in supporting learning, and provides access to small group tutoring sessions aimed at specific needs.</p> <p>The strategies we have selected are informed by research evidence provided by the Education Endowment Foundation. Their statement regarding catch-up provision recommends a variety of approaches: “Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.” (EEF 2021)</p> <p>Individual research analysis of the selected strategies indicates these positive gains:</p> <p>“There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>“On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</p> <p>“Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.”</p> <p>“Evidence suggests that TAs can have a positive impact on academic achievement.”</p>	

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?
Recruit a new 0.5fte Teaching Assistant to provide pastoral support and basic skills repetition with specific pupils in Year 3	Pupils are well supported and make good progress so that a higher percentage are at or above ARE.	<p>"Evidence suggests that TAs can have a positive impact on academic achievement."</p> <p>"On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	Effective recruitment and induction strategies will be used to ensure that this strategy is implemented swiftly and effectively. Embedded appraisal and support structures will help to monitor and manage this.	Headteacher	Termly through appraisal and pupil progress analysis.
Total budgeted cost:					£3787.86
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?
Provide tuition through the National Tutoring Programme for small groups (1:2 or 1:3) of pupils in maths and	Higher percentage of pupils in target cohorts at or above ARE in maths and English. Good	"There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and,	Monitoring of sessions will be conducted by SLT and the NTP chosen provider. Pre- and Post-tutoring assessments will be used to measure impact.	Michelle Holgate	Half-termly intervals, through meetings between

English aimed at addressing specific gaps in knowledge.	progress noted in previously identified areas of weakness.	as a rule of thumb, the smaller the group the better.”			teachers and tutors.
Total budgeted cost:					£496.90
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?
Provide Chromebooks for loan to pupils not qualifying for other additional support, but have no access to digital technology during school closure. These can be used to provide access to digital technology in class when school is in session.	Pupils are able to access learning tasks and maintain progress in their learning during lockdown. There is greater equality of access to valuable digital learning resources.	“Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.”	Loan scheme will be through an application process. Access and outcomes will be monitored through engagement in Google Classrooms and progress will be measured.	Headteacher	Through Classroom monitoring and pupil progress meetings.
Total budgeted cost:					£435

ADDITIONAL INFORMATION

When developing this strategy, staff noted the evidence in the following publications:

‘Guidance - Catch up premium’ - *DFE November (2020)*

‘The EEF guide to supporting school planning: a tiered approach to 2021’ – *EEF (2020)*

'Rapid evidence assessment Impact of school closures on the attainment gap' – *EEF (2021)*

'Teaching & Learning Toolkit' – *EEF (2018)*