



## Covid catch-up premium Spend Report 2020-2021

<b>School Name</b>	Saxon Primary School
<b>Pupils in school</b>	408
<b>Catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£32,960
<b>Academic year or years covered by statement</b>	Forecasted spend for 2020-2021
<b>Publish date</b>	March 2021
<b>Review date</b>	September 2021
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### What is Covid catch-up premium funding?

The government has announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

This funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

- The first payment was made at the beginning of the 2020-21 academic year.
- A second grant payment will be made in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used to determine the amount granted. This second grant payment will also take account of the initial part payment made in autumn 2020.
- A third payment will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

### Use of funding

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.



Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### Our catch-up premium strategy

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures

### Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

We have identified the following barriers:

<b>BARRIERS TO FUTURE ATTAINMENT</b>	
Academic barriers:	
A	Lower levels of Reading ability amongst children in each year group across the school
B	Varied rates of language acquisition across the school
C	Underdeveloped Speech and Language for some children in Reception & Year 1

<b>ADDITIONAL BARRIERS</b>	
External barriers:	
D	Some children have limited opportunities to read at home and/or be exposed to ambitious texts
E	Some children have limited space, facilities and resources for home learning
F	Lack of opportunities for younger children to develop their communication and language

### Planned expenditure for current academic year 2020-21

The tables below demonstrates how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

<b>QUALITY OF TEACHING FOR ALL</b>				
<b>Barrier</b>	<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Evidence and rationale for this choice</b>	<b>How we will measure the impact of the initiative</b>
B & F	Dialogic Teaching training for all teachers and teaching assistants	Quality wave 1 dialogic teaching that engages the children to high quality talk and discussion. Children are exposed to new language that is connected across their curriculum content	Development of talk deepens pupils thinking and understanding – as evidenced by the work of Robin Alexander and Mary Myatt	Classroom observations show children are confidently using challenging Tier 2 & 3 language and that teacher is exposing children to ambitious language using a range of strategies and across all subjects
C & F	Training for all staff on Speech & Language Strategies for Wave 1 Provision	<ul style="list-style-type: none"> <li>• Staff to further develop their knowledge and understanding on</li> </ul>	Increasing number of children with identified speech, language and	<ul style="list-style-type: none"> <li>• Pre and post training evaluation</li> <li>• Pupil Voice</li> <li>• Observations</li> </ul>



QUALITY OF TEACHING FOR ALL				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
		<p>how to support children with speech, language and communication need through whole class strategies</p> <ul style="list-style-type: none"> <li>• For children to feel more confident and better equipped with strategies to access whole class teaching</li> </ul>	<p>communication needs</p> <p>Research shows that one of the most effective ways of supporting children with speech, language and communication needs in enhancing wave 1 provision in order to access whole class teaching</p>	
Total budgeted cost:				School budget –sunk costs

TARGETED SUPPORT				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
A & D	<ul style="list-style-type: none"> <li>• Increase frequency children are heard to read 1:1</li> <li>• Re-deploy TAs to support individuals daily who are below ARE or have made no progress in reading during school closure</li> </ul>	<ul style="list-style-type: none"> <li>• Children to progress at least one book band per term</li> <li>• Children in Year 2 pass phonic screening check</li> </ul>	<p>Assessment of children in September identified children that were not meeting ARE or had made little or no progress during school closure</p>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Phonics Screening Check</li> </ul>
C & F	<ul style="list-style-type: none"> <li>• Nuffield Early Language Development Intervention delivered by 2 TAs to identified children</li> <li>• Teaching Assistant trained weekly on S &amp; L strategies with therapist to support identified children</li> </ul>	<p>Children to make accelerated progress with their Speech &amp; Language needs in order to support them in reaching GLD at the end of EYFS/beginning of Year 1</p> <p>Children meet their individual speech, language and communication targets</p>	<p>Screening using the tool Language Screen for all Reception children has identified children with underdeveloped speech and language skills</p> <p>Children identified by Inclusion Manager and S &amp; L therapist as having speech, language and communication needs</p>	<p>Re-screening at the end of the 20 week programme</p> <p>Target Reviews 1:1 to assessments with the S &amp; L therapist</p> <p>Speechlink and Language Link assessment tools</p>



TARGETED SUPPORT				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
E	<ul style="list-style-type: none"> <li>Remote 1:1 reading sessions for children learning at home during school closure</li> </ul>	<ul style="list-style-type: none"> <li>Children learning remotely can still access 1:1 teacher input to support their reading and make at least one book bands progress per term</li> <li>Children demonstrate confident reading strategies when tackling new words</li> <li>Children display an enjoyment for reading and are keen to participate in sessions and transfer new skills back into the classroom</li> </ul>	Assessment of children in September identified children that were not meeting ARE or had made little or no progress during school closure	<ul style="list-style-type: none"> <li>Running Records</li> <li>Teacher Assessment</li> <li>Pupil Voice</li> <li>Parent Feedback</li> </ul>
Total budgeted cost:				£32,460

OTHER APPROACHES				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
A, D & E	Subscription to online e-books for children to access at home	Children are able to access books of the appropriate level and challenge when at home	Assessment of children in September identified children that were not meeting ARE or had made little or no progress during school closure	<ul style="list-style-type: none"> <li>Running Records</li> <li>Teacher Assessment</li> <li>Pupil Voice</li> <li>Parent Feedback</li> </ul>
Total budgeted cost:				£500

