



Woodbury C of E Primary School COVID-19 Catch-up Premium Report 2020-2021 Academic Year

COVID-19 catch-up premium spending: summary

Total number of pupils attached to funding:	194
Total catch-up premium budget:	£15,520

STRATEGY STATEMENT

Our overall strategy is to focus upon specific gaps in learning that we have identified, which have widened the gap for many of our pupils, particularly those that are disadvantaged. We have utilized the funding to address the following:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the achievement of all pupils to close the gap, following COVID 19 school closures
- To develop the communication skills of our youngest children

The funding allocated in the academic year 2020-2021 has been used for:

- Employment of an HLTA to support the learning of individuals and small groups, in school and virtually
- The employment of a qualified Speech and Language Therapist to train staff, undertake full language assessments and work with individual children within the early years
- Provide 1:1 and paired tuition through the national tutoring programme

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?
<ul style="list-style-type: none"> Identify COVID Catch Up Leader Development Plan in place Governor identified to monitor the impact of COVID Catch up Funding 	<ul style="list-style-type: none"> Covid Catch Up is given high priority Staff are signposted to relevant reports and research to support their teaching Impact measures ensure the funding is spent in line with government guidance and to maximum effect The attainment gap narrows between disadvantaged and other pupils 	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	<ul style="list-style-type: none"> Close monitoring by COVID Catch Up Leader, other senior leaders and governors Ongoing pupil assessment and detail records shared with class teachers at regular intervals throughout the tutoring programme Early Years Lead monitors the the impact of enhanced provision to support pupil attainment in areas of the EYFS framework linked to communication 	Chris Holding and Gillian Pyle	Termly
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?

<p>Employment of a Higher Level Teaching Assistant (HLTA)</p>	<ul style="list-style-type: none"> • To raise the attainment of all pupils created by the COVID 19 school closures 	<ul style="list-style-type: none"> • Monitoring of attendance on line and in school • Engagement with teachers and TA's during lockdown • Level of parental support • Internal assessments • Formative records kept on Cpoms • Evaluation of the whole child, including their mental health 	<ul style="list-style-type: none"> • Clear expectations and planning for HLTA to have maximum impact, which are regularly reviewed • Teacher's an HLTA's working in close partnership 	<p>Chris Holding</p>	<p>Termly</p>
<p>1:1 Tutoring</p>	<ul style="list-style-type: none"> • To reduce the attainment gap between disadvantaged pupils and their peers • To raise the achievement of all pupils to close the gap, following COVID 19 school closures 	<ul style="list-style-type: none"> • EEF Research and established Tutoring Programme rolled out by the DFE 	<ul style="list-style-type: none"> • Close partnership discussions with 1:1 mentors, Teachers and Parents/Carers • Regular monitoring of quality and impact 	<p>Chris Holding</p>	
<p>Speech and Language Therapy</p>	<ul style="list-style-type: none"> • To develop the communication skills of our youngest children 	<ul style="list-style-type: none"> • School closure has impacted significantly upon the social communication and language development of our children • Teacher assessment and observation • DFE Guidance based on research 	<ul style="list-style-type: none"> • Close partnership discussions with Speech and Language Therapist, SENCO, Teachers and Parents/Carers • Regular monitoring of quality and impact • Ongoing assessment and pupil tracking 	<p>Gillian Pyle and Jemima Bowyer</p>	

Total budgeted costs:	
Employment of a Higher Level Teaching Assistant	£6,700.00
1:1 Tutoring	£5,600.00
Speech and Language Therapy	£3,300.00