

# The Coombes Church of England Primary School

## COVID-19 Catch-up Premium Report

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### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	416	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,280		

## STRATEGY STATEMENT

### Your school's catch-up priorities

- The school has three 'drivers' onto which the school's curriculum and pedagogy are based.
  - **Wellbeing** – we know that children learn best when they are happy and confident. Our children's wellbeing has been prioritised in light of the challenges they have faced during the pandemic and carefully considered support, learning and activities are in place on their return.
  - **Knowledge** - the staff will rapidly evaluate each child's individual academic needs to ensure that rapid progress is made, both looking back to what may have been missed and looking forward to this year's curriculum.
  - **Communication** - the school's language rich environment will give our children the tools to be able to share their ideas, concerns and hopes in a safe and supportive space.

### The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning

The approach used at The Coombes is multi-faceted. The objectives will be met by:

1. Employment of a Specialist Learning Tutor- to initially diagnose any specific learning difficulty and identify gaps and misconceptions. Then to create an individualized plan for teachers to implement. This is supplemented with targeted intervention groups. – Specific to KS2. This will fill gaps in learning which is hindering progress .
2. Training of an LSA to provide specific nurture support for emotional wellbeing – all year groups. This will provide the mental and emotional wellbeing which is required to ensure that children can be successful learners.
3. Employment of a class teacher to provide targeted maths, phonics, reading and writing support – KS. Create the opportunity for small group learning and targeted support in all areas of learning.
4. Purchase of additional reading scheme books for KS2 readers- These books will expose the children to high quality vocabulary and will aim to engender a love of reading
5. Purchase of dictionaries, thesaurus, EAL dictionaries and encyclopedias to improve children's independence in study, increase knowledge and improve written and spoken vocabulary.

### The overall aims of our catch-up premium strategy:

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

## Barriers to learning

In 2019 The Coombes' staff and governors identified three main barriers to our children's learning. These barriers were taken and turned into our drivers. They are;

Wellbeing - The teachers know that positive relationships, boundaries, praise and challenge encourage a positive sense of wellbeing.

Knowledge - A unique and balanced curriculum which is knowledge based and encourages children to take a lead in their own learning.

Communication - Giving the children vocabulary which is high quality, subject specific and challenging. Then giving them the confidence to use this language.

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Wellbeing - low esteem and sense of wellbeing
B	Communication - low vocabulary levels
C	Knowledge - limited general and subject specific knowledge

## Planned Expenditure for Current Academic Year 2020-21

### Quality of teaching for all

CDC	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?

Writing Stimulus	Improved writing outcomes in all genre due to improved subject knowledge of teachers	<b>EEF - Supporting Great Teaching</b> Staff have access to a set of high quality texts which will act as a WAGOLL which relates to each of the 12 writing genre they are teaching. Providing opportunities for professional development and resourcing the delivery of the curriculum	To see accelerated progress in books from all children. Children clearly understand the function and audience requirements for different genre, as well as features	AS	Data shot between 29 March and 27 May
Total budgeted cost:					£1,500

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?
KS1 class teacher £8,580	Accelerated progress in all areas, math's, phonics, reading writing	<b>EEF - Feedback</b> Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written.  Additional class teacher working with identified groups across KS1.	Progress data Book looks Pupil voice Class observations	AS	Data shot between 29 March and 27 May

Specialist Learning Tutor £4,065	Accelerated progress in maths and reading	<b>EEF - Small Group teaching</b> Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	Use of recognized 'base line assessments' and measured progress at required intervals Evidence in books and in conversation with children and parents Evidence of children's learning being demonstrated in whole class setting	SS / JI	Data shot between 29 March and 27 May (and in individual learning assessments)
Nurture Lead £5,167	To ensure that the loss experienced by some children during COVI-19 lockdowns does not prevent the children from learning	<b>EEF - Social and emotional learning Interventions</b> which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	TA has undergone training in the PERMA approach and is applying this process with all nominated children. Looking for accelerated progress in all subject areas.	SS / JH	Data shot between 29 March and 27 May
Total budgeted cost:					£17,812

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?

Reading Books	<p>-Children can demonstrate independence in learning and the use of learning resources.</p> <p>- Children show increased use of Tier 3 vocabulary in both written and oral work</p>	<p><b>EEF - Reading Fluency – developing an independent love of reading in struggling readers.</b></p> <p>In order to maximize the impact of reading Comprehension Strategies, children need to be confident and fluent readers.</p> <p><b>EEF - Metacognition and self-regulation</b></p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation – by providing high quality Text and reference books children will have the opportunity to develop individual study skills which will also broaden their vocabulary. This will also act as a panacea against prolonged screen time during lockdown</p> <p><b>EEF- Oral Language Interventions</b></p> <p>They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: targeted reading aloud and book discussion with young children;- explicitly extending pupils’ spoken vocabulary;</p>	<p>CPD on the use of and potential impact of quality individual resources.</p> <p>‘Book looks’ to evidence effective use and impact on written and spoken vocabulary</p>	AS / KL	£2,124.00
Dictionaries, Atlas etc				KB / AS	£3,800

		- the use of structured questioning to develop reading comprehension; - and the use of purposeful, curriculum-focused, dialogue and interaction. These approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.			
Total budgeted cost:					£5,924

#### ADDITIONAL INFORMATION

Evidence from the EEF [families of schools database](#)

- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)