

# COVID-19 catch-up premium report and Review

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

SUMMARY INFORMATION			
Total number of pupils:	444	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£35,520		

STRATEGY STATEMENT
<p>Bromstone will place its primary focus on early reading and phonics intervention, as evidence suggests that the impact of missing school for the youngest children is much bigger than for older pupils.</p> <p>Across the school, teachers will be using on-going assessment to ascertain which pupils' attainment has been the most adversely effected. Intervention programs and small group tuition will then be targeted at these gaps.</p> <p>Bromstone recognises that the impact of Covid 19 and school closures will likely have a disproportionate effect on disadvantaged pupils. Catch-up funding may therefore be used in conjunction with Pupil premium funding (as per our Pupil Premium strategy) to support some pupils.</p>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Attainment in Reading and Phonics at KS1 is significantly lower than at the same point in the previous academic year.
B	Children will have missed specific learning of Mathematical skills and concepts that would have taken place from March onwards of 2020.
C	Attainment gaps have widened for some pupils across all academic subjects.
D	Children's wellbeing may be low, and some may be experience anxiety or trauma on their return to school after 6 months out.

### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

E	School closure from March - Analysis from the Education Endowment Foundation (EEF) used existing evidence of the impact of school closures on disadvantaged pupils. It found that the gap could, at worst, almost double between March and September.
F	The School provided Home Learning throughout school closures, but around 35% of the children/families did not engage with this. Engagement levels dropped even further towards the end of the academic year.
G	Some parents are choosing to keep their children off school during the second wave of Covid 19.

## 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?
Purchase Big Cat Phonics books including e-books	All year 1 and 2 pupils will be performing in line with the year group phonics level expectations	Children will be more immersed in high quality phonically decodable texts which in turn will increase the % who are at age related expectations	Systems are in place to ensure children are reading the appropriate books and progressing through the stages.	B Turner/ Heads of School	June 2021
Whole School learning project – 'The Journey' including the purchase of class texts to re-engage the children	All children across the school will feel emotionally ready to access the curriculum and re-engaged in learning	Barry Carpenter's Recovery curriculum focuses on the 5 levers and suggests that books without words allow children to use different parts of their brain.	Teachers will use the Boxall profile to assess the wellbeing of their classes	A Dissington	October 2020
Total budgeted cost:					£2000
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?
Year 2 Phonics tuition in small groups with qualified teacher	All year 2 pupils for whom the intervention is appropriate will be successful in the phonics check	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. <a href="#">EEF's COVID-19 support guide for schools</a>	Qualified and experienced Year 2 teacher to deliver a structured programme starting in term 2	B Turner/ Heads of School	January 2021

Year 1 Phonics tuition in small groups with qualified teacher	All year 1 pupils for whom the intervention is appropriate will be successful in the phonics check	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy	Qualified and experienced KS1 teacher to deliver a structured program starting in term 3	B Turner/ Heads of School	March 2021
KS1 Reading and Writing tuition in small groups with qualified teacher	All targeted children are reading and writing at age-related expectations	As above	Qualified and experienced Year 2 teacher to deliver a structured programme 3 afternoons per week starting in term 4		May 2021
Total budgeted cost:					£11,058
Year 6 small group tuition in English and/or Maths	The attainment gap is closed for the focus children	As above	Attainment and progress data will be collected and target children selected. Teaching will be provided by a qualified teacher or highly skilled UQT or HLTA - 4 days x 2 hours per week	T Emptage/ Heads of School	May 2021
Year 5 small group tuition in English and/or Maths	The attainment gap is closed for the focus children	As above	Attainment and progress data will be collected and target children selected. Teaching will be provided by a qualified teacher or highly skilled UQT or HLTA 4 days x 2 hours per week	T Emptage/ Heads of School	July 2021
Total budgeted cost:					£14744

KS2 Talk Boost in small groups	Specifically identified children will have improved communication leading to improved attainment.	Talk Boost is a structured and robustly evidenced program that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment.	Program delivered by qualified Speech therapist to class TAs Half day per week.	Heads of School	May 2021
Total budgeted cost:					£6,650
Total committed expenditure					£34452
Contingency budget remaining to address unforeseen need in Summer term					£1068
Review of Spending					
Purchase Big Cat Phonics books including e-books	Books purchased – all KS1 children taking these home, weekly. Phonics data showing improvement on end of previous year.				
Whole School learning project – 'The Journey' including the purchase of class texts to re-engage the children	The Journey project successfully addressed the re-engagement of the children and was cohesive across the school.				
Year 2 Phonics tuition in small groups with qualified teacher	73% of Year 2 pupils passed the Phonics check in December 2020				
Year 1 Phonics tuition in small groups with qualified teacher	Phonics scores in year 1 are showing a steady improvement – 57% at end of year, from a very low baseline.				
KS1 Reading and Writing tuition in small groups with qualified teacher	Data in July 2021 showed that Year 2 achieved 63% Reading 47% Writing. Year 1 achieved 45% Reading 28% Writing				
Year 6 small group tuition in English and/or Maths	This was changed to focus on Year 5, due to the assessment levels. Ongoing in to Autumn term 2021 for the new year 5.				
Year 5 small group tuition in English and/or Maths	As above – Year 5 Writing 53%, Maths 53% at end of year.				

KS2 Talk Boost in small groups	Talk Boost programs were carried out, following successful training of teachers and TAs. There was additional training put in place for KS1 TAs
Other	All remaining budget has been spent, extending the tutoring in to the Autumn term, to provide a continuous provision until the Tutoring Funding is in place.