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Coronavirus (COVID-19) catch-up premium spend report

**East Stour Primary School**

**Summary Information**

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| **Number of eligible pupils** | **135** | **Amount of catch-up premium** | **£31,359**  |
| **School catch-up priorities** |
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| Reading |
| Term 3 2019/20 Data% | **Term 1 2020/21 Data %** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| R |  |  | **R** | 64 | - | **R** | 70 | - |
| 1 | 55 | - | **1** | 59 | 16 | **1** | 81 | 19 |
| 2 | 65 | 20 | **2** | 70 | 21 | **2** | 84 | 28 |
| 3 | 62 | 27 | **3** | 62 | 0 | **3** | 76 | 11 |
| 4 | 68 | 16 | **4** | 67 | 21 | **4** | 77 | 23 |
| 5 | 77 | 25 | **5** | 64 | 21 | **5** | 76 | 25 |
| 6 | 74 | 26 | **6** | 57 | 24 | **6** | 76 | 31 |

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| Writing |
| Term 3 2019/20 Data% | **Term 1 2020/21 Data %** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| R |  |  | **R** | 64 | - | **R** | 70 | - |
| 1 | 57 | - | **1** | 56 | 10 | **1** | 74 | 14 |
| 2 | 71 | 16 | **2** | 67 | 0 | **2** | 74 | 20 |
| 3 | 65 | 4 | **3** | 61 | 0 | **3** | 80 | 11 |
| 4 | 68 | 16 | **4** | 60 | 9 | **4** | 80 | 20 |
| 5 | 70 | 11 | **5** | 60 | 10 | **5** | 78 | 24 |
| 6 | 70 | 19 | **6** | 49 | 3 | **6** | 77 | 30 |

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| Maths |
| Term 3 2019/20 Data% | **Term 1 2020/21 Data %** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| R |  |  | **R** | 64 | - | **R** | 70 | - |
| 1 | 73 | - | **1** | 69 | 19 | **1** | 81 | 21 |
| 2 | 78 | 25 | **2** | 70 | 4 | **2** | 88 | 39 |
| 3 | 63 | 25 | **3** | 68 | 2 | **3** | 83 | 19 |
| 4 | 67 | 21 | **4** | 64 | 17 | **4** | 84 | 20 |
| 5 | 79 | 15 | **5** | 60 | 18 | **5** | 83 | 24 |
| 6 | 72 | 31 | **6** | 57 | 18 | **6** | 80 | 33 |

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| *A small number of priorities that can realistically be addressed:*1. Writing attainment is significantly lower than maths and reading.
2. Pupil Premium pupils have larger gaps than their peers across the school.
3. Not all pupils have effective resources at home to allow them to access remote learning effectively.
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| **Purpose of spend**The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible. |
| **What children need** [For all children] * Supporting great teaching.
* Focus on getting writing back on track.
* Supporting parents and carers and families remote learning.

[For some children]* Additional support and focus on reading and/or maths.
* Additional pastoral support to promote emotional regulation and positive learning attitudes.
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**Teaching and whole-school strategies**

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| **How the grant will be spent** | **How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed** | **Cost** |
| **Supporting great teaching**  |
| Experienced teacher to support our year 5 TeachFirst teacher in delivering teaching and learning for year 5, and additional support for our pupil premium pupils. £5000 | Progress will be tracked against targets set for year 5 as outlined above | £18,400 |
| Provide access to technology- Chromebooks in school, facilitating access to both support by providing pupils with devices who are remote learning and improving the facilities available in school. £10000 | Progress will be tracked against targets set for each year group as outlined above. Remote learning provision will be monitored for those children provided with a Chromebook to use for this purpose- access and contributions of children assessed.  |
| Professional development through the EFA Project- Characteristics of Deprivation for AHT and one teacher and then distribution and training of all teachers and some teaching assistants of how to support our disadvantaged pupils.(£400) | Progress will be tracked against targets set for each year group as outlined above. |
| Professional development to support embedding formative assessment across the school- involvement in the EFA project - Use of formative assessment across the school to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. £3000 (This is match funded by KCC/EEF) | Progress will be tracked against targets set for each year group in Reading, Writing and Maths.  |  |
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| **Focus on getting writing back on track** |
| Tuition guided by the school from two academic learning mentors (19k per ALM government grant given to school) linked to the curriculum and focused on the areas where pupils would most benefit from additional practice (with heavy emphasis on writing) or feedback (individual or small group – dependent on need). Cost to school of mentors in insurance and employee benefits plus two laptops. £6500 | Progress will be tracked against all targets set for each year group as outlined above. Academic Learning Mentors will keep records on progress of pupils. | £8500 |
| Small group and 1:1 tutoring from a qualified teacher for those identified as falling behind and not making accelerated progress yet at EXS and GDS with the Y3 part time teacher employed as a tutor through SP tutors. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. KS National Tutoring Program. £2000 | Progress will be tracked against targets set in writing (and in Maths) for these Y3 pupils  |  |
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| **Additional support and focus on reading and/or maths** |
| Academic Learning Mentors x 2 and Tuition from KS as outlined above in Focus on Writing and in Maths.  | Progress will be tracked against all targets set for each year group as outlined above. Academic Learning Mentors will keep records on progress of pupils. | £3100  |
| Implementation of Reading Eggs online program provision from Reception to Year 6 supporting remote learning, homework and engagement and therefore progress in Reading £2100 | Progress will be tracked on Reading Eggs Online platform demonstrating progress in lexile growth. Reading attainment and progress tracked against year targets for R-Y6.  |  |
| Literacy Support via purchasing Mrs Wordsmith, Vocabulary Ninja and vocabulary building materials and resources for classes £500 | Progress in Reading tracked in all classes |  |
| Small group and 1:1 tutoring from a qualified teacher for those identified as falling behind and not making accelerated progress yet at EXS and GDS with the Y3 part time teacher employed as a tutor through SP tutors. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. KS National Tutoring Program. (Costs outlined above) | Progress will be tracked against targets set in Maths |  |
| Time release for English and Maths leaders to monitor and identify support for pupil premium pupils and follow up with feedback to staff £500 | Progress tracked in Reading and Maths as well as writing.  |  |
| **Supporting parents and carers** |
| Printing educational resources to families, with support and guidance - offering advice about effective strategies for reading with children. For example, reading eggs support materials for families struggling to access digitally. £500 | Progress will be tracked against reading targets set for each year group as outlined above. | £1100 |
| Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90% (FLOS) . £0 | Regular attendance meetings monitor and review attendance and communication with FLOS.  |  |
| Purchase of textbooks or magazine subscriptions or actual reading books for children. Purchasing equipment upon request such as glue sticks, art materials, paper, writing books £600 |  |  |
| Chromebooks to support remote learning for children in need (as outlined above)  | Monitoring of children’s access to remote learning via Seesaw and e-mail.  |  |
| **Additional pastoral support** |
| Training and implementation of our recovery curriculum and interventions focusing on other aspects of learning, such as behaviour or pupils’ social and emotional needs, supporting them in the self-regulation of their behaviour. £159 | Staff planning scrutinies, book looks and teacher and pupil voice demonstrates impact of the recovery curriculum.  |  £259 |
| Pastoral Support Materials and time release for phone calls and support for our families £100 |  |  |