

# Catch up premium: Coronavirus (COVID19) strategy statement

---

Version 1 | May 2021

## Desmond Anderson Primary Academy:

### What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (Covid-19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

### How will we use the catch-up premium?

- Because we know our pupils well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

### How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

## C19 Catch up premium – academic year 2020/21

### How we intend to spend the grant

Covid Catch up fund (£36000)

1. Intervention teacher 2 days a week = (£24,700 for the year)
2. Bug Club £1,300
3. Possible Easter school or after school booster ( £10,000)

£24,700 Intervention teacher in Years 4 and 5 from September to December to deliver the interventions below to narrow the attainment gap caused for key pupils. As this will be a member of school staff, they will already have positive relationships with pupils, which will enable these children to succeed with handwriting, maths and confidence in reading.

#### **1. Handwriting 1 x Yr 4 6 x Yr 5**

Concerns

- Children not joining
- Incorrect letter formation
- Poor control and fluency
- Ascenders and descenders formed incorrectly

#### **2. Maths group 4 x Yr 4 children**

Concerns

- Poor retention
- Poor understanding of number and place value

#### **3. Reading Group 2 groups - 9 children**

Concerns

- Children decoding
- Poor phonic knowledge
- Poor sight vocabulary
- Poor inferencing

#### **4. Bug Club Reading Scheme**

- Children do not have reading material at home during lock down
- Children will regress in terms of reading

**Easter School (catch up and wellbeing) or after school booster or National Tutoring Programme (£8000) (we are still planning what is the best option)**

Rationale:

1. Year group that has been identified as having the following needs:
  - Children in years R-6 identified
  - Speech and language in Reception
  - Phonic: phase 4 that was taught remotely not fully embedded
  - Year 1 - a large number of children need reading and phase 5 intervention
  - Years 2-6 is mainly reading and maths intervention - build confidence and recap on number and place value
2. What will we do?
  - An intervention timetable is drawn up
  - Adults identified to provide small group intervention regularly

- Reteach phonics phase as required
- NELI programme
- Introduce accelerated reader programme

What we hope to achieve?

- All children will gain confidence in their learning
- Children will be on track with phonics
- Children will improve speaking skills
- Children will read books at their correct level

**How the effect of this expenditure on the educational attainment of our pupils will be assessed**

### **Bug Club**

1. All classes set up with the scheme.
2. Children given log ins and are aware of the books appropriate for their age.

We should see children engaged and reading independently.

Attainment will be measured using reading data from Star Assessments within

Accelerated Reader. We should see confidence in reading and borrowing levels increase. All children feel more confident about reading aloud and trying to 'have a go'. Children are reading the correct level book and enjoying that. Comprehension is improving with all children - they can talk about what they read

### **Intervention Teacher**

Children will take a baseline assessment and then be assessed at the end of the intervention. We will use teacher knowledge and our existing assessment methods of book looks, pupil conference and target tracker.

All assessment will be focused on what pupils know and whether they are able to know more and remember more from the learning opportunities provided.

Class teachers provide intervention teacher with areas of concern and targets. This will be measured at the end of the intervention period. Were targets met?