



Osmotherley Primary School

Coronavirus (Covid-19) Catch-up Premium Report

SUMMARY INFORMATION

Total number of pupils:	45	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£3600		

STRATEGY STATEMENT

We are implementing a catch-up premium strategy which will ensure that all learning loss incurred due to Coronavirus (COVID-19) absence is recovered. Our catch-up priorities involve two tiers:

Tier 1 - provided by quality first curriculum implementation with additional TA support where necessary

Tier 2 – additional targeted interventions for pupils with the greatest gaps in knowledge

An additional teacher will be employed every morning to ensure that pupils in the whole KS2 class are taught in separate classes of lower and upper KS2 pupils every morning, when the focus is on English and maths.

TA support will be extended so that each class has full time TA support and additional support for targeted interventions.

An online reading programme will be purchased to accelerate progress in reading in upper KS2.

Planned expenditure for 2020/21

Tier 1: Quality first curriculum implementation					
Catch-up Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
Mitigate learning loss from: <ul style="list-style-type: none"> September 2019 - March 2020 	<ul style="list-style-type: none"> Knowledge checks in English and maths Analysis of learning loss to identify forgotten knowledge/gaps in knowledge) Planned provision to meet needs Endpoints established 	All teachers By end Autumn 1	PIRA & PUMA assessments Series of recalls/quizzes	Most of the children have met at least the expected standard for objectives covered September 2019 to March 2020. PIRA/PUMA assessments, recalls and quizzes shows that some of the learning loss was forgotten knowledge which has been addressed quickly. Recalls continue to show that for most of the children, this knowledge is embedded.	Nil

<p>Mitigate learning loss from:</p> <ul style="list-style-type: none"> March 2020 - July 2020 	<ul style="list-style-type: none"> Knowledge checks in learning covered in remote learning Analyse to identify type of loss (forgotten knowledge/gap in knowledge/new knowledge never covered) Planned provision to meet needs Endpoints established 	<p>All teachers By end Autumn 1</p>	<p>Series of recalls/quizzes</p>	<p>A huge variation in the engagement of individual children with remote learning resulted in learning loss due to a lack of knowledge rather than forgotten knowledge.</p> <p>In order to address this learning loss, timetables have been adjusted to increase quality first curriculum implementation time for objectives which should have been covered March 2020-July 2020.</p>	<p>Additional teaching hours to allow the splitting of the upper and lower KS2 pupils for the full morning (previously they were split for half of the morning) and to facilitate the assessment, analysis and addressing of lost learning in Y3 and Y4 where there has been the greatest negative impact.</p>
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Total budgeted cost: £2000*

Tier 2: Additional Interventions for individuals or targeted groups

Catch-up Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
<p>EYFS: Phonics</p>	<ul style="list-style-type: none"> Subscribe to Teach My Monster To Read 10-15 minutes 1:1 daily phonics sessions <p>5 minutes 1:1 daily 'keeping up' support (x 2 pupils)</p>	<ul style="list-style-type: none"> Phonics teaching at home can be consolidated at home. Class teacher or TA 	<ul style="list-style-type: none"> Letters and Sounds Phase assessments Regular phonics checks/applied to reading 	<p>EYFS pupils completed Phase 2 of the Letters and Sounds phonics programme in November and have started Phase 3.</p>	<p>Nil</p>

<p>KS1 Phonics</p> <p>Maths</p>	<ul style="list-style-type: none"> 20 minutes daily group and individual phonics catch-up sessions <p>Additional teaching hours</p>	<p>Class teacher released by supply teacher</p> <p>Additional teacher allows Y2 to be taught separately from Y1 for one hour every morning.</p>	<ul style="list-style-type: none"> Regular phonics checks/applied to reading/Phonics tests Fluency in basic skills evident in knowledge checks/low stakes quizzes 	<p>Y1 (with the exception of 2 children) are at Letters and Sounds Phase 5)</p> <p>Y2 Phonics screening test 80% passed the check (4 out of 5 pupils – one scored 31- pass mark 32)</p>	<p>Supply teacher costs: 3 hours per week £1300</p>
<p>Lower KS2: Reading</p> <p>Writing Maths</p>	<p>Phonics Intervention (3 pupils)</p> <p>Additional teacher to split whole class KS2 and additional TA to support small groups and individuals in the mornings (for reading, writing and maths) *</p>	<p>HT</p>	<ul style="list-style-type: none"> Review Phase 5b/c / Handwriting practise 	<p>Accelerated reading and writing progress made between September and December (assessment activities, low stakes quizzes)</p>	<p>Nil</p> <p>See above*</p>

Upper KS2: Reading	<ul style="list-style-type: none"> Daily Reading Plus 15 minutes x 3 weekly (7 pupils) 		<ul style="list-style-type: none"> Progression through levels based on fluency/comprehension/vocab Fluency/automaticity in decoding Progression through sets of words/half term checks/application in writing Fluency in basic skills evident in knowledge checks/low stakes quizzes across all areas of maths/test scores improve 		£300 Programme costs
Maths	Additional teacher to split whole class KS2 into upper and lower Key Stage 2 and additional TA to support small groups and individuals in the mornings (for reading, writing and maths) *				See above*
Total budgeted cost:					£3600

ADDITIONAL INFORMATION

Attendance has been consistently high during the Autumn term, despite a number of children taking Covid tests and waiting for results and some children having to stay home for 48 hours with a sickness bug. December 11th – 98.13%

- Internal tracking data (knowledge checks and baseline assessments from previous/current year) shows that pupils have made accelerated progress between September and December 2020, particularly in reading and writing.