

HCCS Southampton COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	126	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10080		

STRATEGY STATEMENT

Our key aims for catch-up are:

- Ensure all pupils achieve basic key skills in reading, writing, maths and learning to learn skills so that they are ready to progress into their next year group.
- Close gaps identified in Key Skills Baseline between pupil premium and non-pupil premium pupils.

Core approaches:

- High quality and inclusive teaching
- All pupils in YR-2 to receive daily 40 minutes intensive phonics teaching by highly trained staff members.
- Identification of learning gaps to inform curriculum planning
- Use of evidence based intervention programmes to support those identified as needing more support. These will be used *in addition* to core curriculum offer.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low attainment in Reading as a result of Lockdowns
B	Baseline shows 80% of Reception pupils well below ARE in communication and language on entry to Reception.
C	Attainment gap between Pupil Premium Pupils in reading and maths for pupils in Y1-3

Planned expenditure for current academic year

Quality of teaching for all -RWI introduced Sep 20 - Maths Mastery, Write Stuff continued and embedded. (Funding from existing budget)					
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?
Introduction of PUMA and PIRA termly tests.(£700)	Further gap analysis provided to support teachers. Evidence of progress and impact of interventions.	Need to ensure standardised results inform planning and highlight impact.	Simple to administer On line tests reduce work load and produce analysis in order to support planning and interventions.	SW and KH	Termly

					Total budgeted cost:	£700
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?	
<p>10 Lowest achieving pupils in C&L receive NELI.</p> <p>Train TA and EYFS Teachers.</p> <p>Language screen baseline</p> <p>Release TA to deliver programme.</p> <p>(£4000)</p>	<p>Improve expressive language skills including vocabulary and grammar, providing strong foundation for early reading.</p> <p>Success criteria: All pupils on programme make accelerated progress in C&L. Language Screen shows all pupils make more than expected progress.</p>	<p>Evidence: Statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>Rationale: Reception baseline shows 100% of pupils below ARE in Communication and Language.</p>	<p>Training provided for TA and Teachers.</p> <p>Funding used to release trained TA to deliver 6 x 30 min sessions and 8 x 15 min sessions a week.</p> <p>Monitoring by Senior Leader to ensure high quality delivery.</p>	BL/CB	1 st Review 2 weeks after programme begins.	
<p>40 lowest attaining readers in Y1 – 3 receive FFT – Lightning Squad tutoring for 6 weeks.</p> <p>Priority will be given to PP children.</p> <p>(£4200)</p>	<p>6 Weeks intensive tutoring results in pupils on programme catching-up with their peers.</p>	<p>Evidence: Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p>Rationale: Attainment gap in reading for PP children.</p>	<p>Trained tutor provided.</p> <p>School to continue programme for those benefiting in Summer 2 for 2 days a week.</p>	KH	Weekly review with class teachers.	

Catch up maths Training for 4x TAS in order to support bottom 20% of maths learners in Years 1 -3 (£1150)	12 weeks intensive 1:1 tutoring results in bottom 20% of maths learners making double progress of peers.	Evidence: Learners on Catch Up® Numeracy achieve more than double the progress of typically developing learners. Rationale: Attainment gap for PP children in Maths – Y1-3.	Full training for TAs. Monitored by Maths Lead. Standardised tests used to monitor progress.	SW	Half-Termly
Total budgeted cost:					£9300
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?
Mental Health - Training of ELSA					
Learning to Learn					
Total budgeted cost:					

ADDITIONAL INFORMATION