



The Topsham School

COVID-19 catch-up premium report 2020-2021

Strategy Summary Statement

The priority identified for the children at The Topsham School is to focus on the gaps in learning identified in assessments undertaken early in Autumn 2020 as the children returned to school.

For some children, especially the most disadvantaged, some of their existing skills gaps had widened further during Lockdown and for others we identified small gaps in knowledge.

We used the funding to address the following:

- To reduce the attainment gap between key groups of children, especially our disadvantaged.
- To raise the achievement of all pupils to close the gap following COVID 19 school closure.

The funding was used to contribute to the costs of:

- Employing a full time qualified intervention teacher to work with both groups and individuals.

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|---|---------------------------------------|--|
| Catch up premium 2019-2020: £9380 | Catch up premium 2020-21:£7030 | Total received to date: £16,410 |
| Total number of pupils: | 236 | |
| Number of children supported by intervention teacher 2020-21: | 64 in groups and 1:1 | |

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? |
| <p>Identify COVID Catch up leader</p> <p>Develop a plan to support COVID Catch up</p> <p>Appoint Intervention teacher</p> | <p>COVID catch up is given a high priority across the school</p> <p>A whole school approach is developed with staff to include analysis of assessment date and impact measures</p> <p>Staff and SENDCo to identify children and their area of need</p> | <p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools | <p>Close monitoring by COVID Catch up lead/SLT/class teachers</p> <p>Ongoing pupil assessment</p> <p>Ongoing dialogue and monitoring of intervention and childrens' progress/engagement/attainment</p> | Emma Pipe | Half termly |

| 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>Employment of fully qualified Teacher to run intervention programmes</p> <p>See below for details of groups and focus</p> | <p>To raise the attainment/achievement and progress gaps of all pupils created by COVID 19 school closures</p> <p>To reduce the attainment gap between disadvantaged pupils and their peers</p> | <p>Monitoring of attendance</p> <p>Engagement with learning and teachers during school partial closures</p> <p>Level of parental support</p> <p>Internal assessment</p> <p>CPOMS records</p> <p>Evaluation of 'whole child' needs</p> <p>Missed interventions during school closure</p> | <p>Clear expectations for Intervention Teacher to have maximum impact</p> <p>Teachers working in close partnership with intervention teacher to ensure effectiveness of support</p> <p>Monitoring of timetables and groups delivered</p> <p>Discussions within SLT about the effectiveness of the support</p> | SENDCo | Half termly |
| Total budgeted cost: | | | | | £28,931 |
| Total COVID catch up: | | | | | £16,410 |
| School has subsidized this role from whole school budget to the total of: | | | | | £12,521 |

| Year group | Group | Timings regularity | Group size | Focus | Objective | Rationale |
|------------------|---------------------|--------------------|------------|--|--|--|
| Foundation Stage | Speech and Language | 3x weekly | 1:1 | Language acquisition | To improve key skills | 1 SEND/1 EAL and 1 reluctant talker, who all struggled following absence due to school closure |
| | Phonics group | 2x weekly | 1:1 | Language acquisition | To close the gap between disadvantaged children and their peers | 1 new to school and 1 reluctant talker |
| | | 2x weekly | 1:1 | Phonics group – catch up Phase 3 | | 2 SEND with S&L needs and 1 underachiever |
| Year 1 | Individual readers | Daily | 1:1 | Reading | To close the gap between disadvantaged children and their peers | SEND/reluctant readers |
| | Phonics group 1 | Daily | 1:3 | Phonics Phase 3/4 catch up | | 1 EAL/2 underachievers |
| | Phonics group 2 | 3x weekly | 1:5 | Phonics Phase 5 catch up | To ensure children achieve predicted GD – at risk due to Lockdown and on line learning | 2 Vulnerable/2 SEND/1 underachiever risk of missing ARE |
| | Writing group 1 | 2x weekly | 1:5 | Basic skills – full stops/capital letter/finger spaces etc | | 1 Vulnerable/1 PP/3 underachiever- risk of missing ARE |
| | Writing group 2 | 2x weekly | 1:5 | Developing skills – noun phrases | | 5 risk of missing GD |
| | Maths group 1 | 3x weekly | 1:5 | Developing skills/Mastery | | 1 EAL/1 SEND/1 Vulnerable/2 underachiever- risk of missing ARE |
| | Maths group 2 | 3x weekly | 1:4 | Basic skills | | 1 SEND/1 Vulnerable/2 underachiever- risk of missing ARE |
| Year 2 | Guided Reading 1 | 1x weekly | 1:3 | Information retrieval and inference | To close the gap between disadvantaged children and their peers | 1 SEND/1 EAL/1 underachiever- all risk of missing ARE |
| | Guided Reading 2 | 1x weekly | 1:5 | Information retrieval and inference | | 1 SEND/1 Vulnerable/3 underachiever/1 new to school- all risk of missing ARE |
| | Writing group 1 | 3x weekly | 1:5 | Developing basic skills – noun/adverbial phrases | | 2 SEND/1 EAL/2 underachiever all risk of missing ARE |

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|--------|-------------------------------|-----------|-----|---|---|------------------------------------|
| | Writing group 2 | 2x weekly | 1:5 | Developing basic skills – noun/adverbial phrases | | 5 - all risk of missing ARE |
| | Maths group 1 | 2x weekly | 1:4 | Developing fluency in number system/place value | | 4 girls - all risk of missing ARE |
| | Maths group 2 | 2x weekly | 1:3 | Developing fluency in number system/place value | | 3 girls 2 SEN/1 EAL |
| Year 3 | Reading group | 2xweekly | 1:3 | Information retrieval and inference | To close the gap between disadvantaged children and their peers | 3 boys 2 SEND/1 EAL |
| Year 4 | 1:1 learning powers | 2xweekly | 1:1 | Fine/Gross motor skills | To close the gap between disadvantaged children and their peers | 1 SEND |
| | Reading group | 2x weekly | 1:6 | Information retrieval and inference | To work on key recommendations from professional reports following school Lockdown and reduced attendance. | 2 SEND/4 all risk of missing ARE |
| | Spelling group | 2x weekly | 1:4 | | | 4 all risk of missing ARE |
| | Maths group | 2x weekly | 1:3 | | | 3 girls all risk of missing ARE |
| Year 5 | Reading comprehension group | 1x weekly | 1:5 | Information retrieval and inference | To close the gap between disadvantaged children and their peers | All risk of missing ARE |
| Year 6 | Sentence writing group 1 | 1xweekly | 1:3 | Developing basic skills – noun/adverbial phrases | To close the gap between disadvantaged children and their peers | 1 SEND/1 PP/1EAL |
| | Sentence writing group 2 | 1x weekly | 1:3 | | To work on key recommendations from professional reports following school Lockdown and reduced attendance/lack of engagement with on-line learning. | 1 SEND/2 at risk of missing ARE |
| | Sentence writing group 3 | 1x weekly | 1:2 | | | 2 SEND |
| | Maths group 1 (boys) | 1x weekly | 1:3 | | | |
| | Maths group 1 (boys) | 2x weekly | 1:2 | Developing fluency in number system/place value | | 3 SEND |
| | Maths group 2 (boys) | 2xweekly | 1:2 | | | 1 EAL/1PP/1 at risk of missing ARE |
| | Maths group 3 (girls) | 1xweekly | 1:1 | Developing resilience and fluency in number system/operations/place value | | 2 SEND |
| | Maths skills/ Learning powers | 3xweekly | | | | 1 SEND |