



The Topsham School

COVID-19 catch-up premium report 2021-22

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 at the end of the academic year Summer 2021 ready for Autumn 2021 as the children returned to school.

For some children, especially the most disadvantaged, some of their existing skills gaps had widened further during the Lockdowns 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 closures.

The funding was used to contribute to the costs of:

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

Catch up premium 2020-21: £9380	Catch up premium 2021-22 : £6700	Total received to date: £16,080
Total number of pupils:	236	
Number of children supported by intervention teacher 2021-22 (April - October 2021):	89 children in either groups and/or 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 data 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 See below for details of groups and focus</p> <p>Intervention teacher left the school – x October 2021</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 (for the year):					£29,664
Actual cost (April-October 2021):					£17,304
Total COVID catch up:					£6,700
School has subsidized this role from whole school budget to the total of:					£12,360

Year group	Group	Timings regularity	Group size	Focus	Objective	Rationale
Foundation Stage	Speech and Language	2x weekly	1:1	Speech clarity	To close the gap between child and their peers	1 SEND child due to be in Reception Sept 2023
Year 1	Speech and Language (2chn)	2x weekly	1:2	Speech development	To close the gap between disadvantaged children and their peers	1 SEND/1 reluctant speaker
	Speech and Language (3 chn)	2x weekly	1:1	Language development + speech & language targets		1 SEND/1 EAL/ 1 reluctant speaker
	Phonics group (3 chn)	2xweekly	1:1	Phonics Phase 3/4 catch up		2 SEND/1 underachievers
	Fine motor groups (7 chn)	2x weekly	1:7	Developing basic skills		3 SEND/4 underachiever risk of missing ARE
	Gross motor group 4 chn)	2x weekly	1:4	Developing basic skills		2 SEND/1EAL/1 underachiever-risk of missing ARE
Year 2	Daily Reads (5chn)	2xweekly	1:3	Information retrieval and inference	To close the gap between disadvantaged children and their peers	1 SEND/2 EAL/1 underachiever-all risk of missing ARE
	Phonic Group 1	1x weekly	1:5	Information retrieval and inference		2 SEND/1 EAL
	Phonics Group 2 (9 chn)		1:5	Developing basic skills – noun/adverbial phrases		2 SEND/1 EAL/3 underachiever all risk of missing ARE
	Writing group 1	1x weekly	1:5	Developing basic skills – noun/adverbial phrases	1 SEND/1 EAL/2 underachievers	
	Writing group 2 (8 chn)				2 SEND/1 EAL/3 underachiever all risk of missing ARE	
	Maths group 1	2x weekly	1:5	Developing fluency in number system/place value Developing fluency in	To ensure children achieve 2SEND/2EAL/1 underachiever	

	Maths group 2 Maths group 3	1 x weekly	1:5 1:3	number system/place value	predicted GD – at risk due to Lockdown and on line learning	1 SEND/4 girls underachieving 3 GD
Year 3	Daily read Guided Reading group Writing group Maths group	3xweekly 1xweekly 1x weekly 1x weekly	1:1 1:7 1:6 1:4	Information retrieval and inference Developing basic skills – noun/adverbial phrases Developing fluency in number system/place value	To close the gap between disadvantaged children and their peers	1 SEND/PP 3 SEND 4 underachievers 2 SEND 4 underachievers 4 girls at risk of not getting ARE
Year 4	Reading group Maths group	1xweekly 1x weekly	1:6 1:4	Information retrieval and inference Developing fluency in number system/place value	To close the gap between disadvantaged children and their peers	2 SEND/2 PP/2 underachievers 2 SEND/2 PP/2 underachievers
Year 5	Guided Reading group Fine motor group Spelling group	1x weekly 3x weekly 2x weekly	1:6 1:1 1:4	Information retrieval and inference Developing basic skills Core spelling patterns	To close the gap between disadvantaged children and their peers	1 SEND/5 at risk of not making ARE 1SEND/PP 4 underachievers
Year 6	Guided Reading 2 Trugs groups	1xweekly 3x weekly	1:5 1:3 x2	Developing basic skills – noun/adverbial phrases Developing phonic awareness	To close the gap between disadvantaged children and their peers	1 SEND/4 at risk of missing ARE 3 SEND/3 at risk of missing ARE