

COVID Catch-up Premium Report (May 2021)

SUMMARY INFORMATION

Total number of pupils:	139
Total catch-up premium budget:	£11,100

STRATEGY STATEMENT

At Somerdale, we are committed to providing the highest quality of education to our children regardless of background or barrier to learning in all aspects of school life. The school recognises that children have been affected by the pandemic in many ways and the impact varies depending on their experiences, starting points and a range of other factors. Our strategy is to re-assess their needs and current situation and make adjustments to what we provide, including additional help where required, in order to prepare them as fully as possible for next year. This strategy demonstrates how Somerdale will use the 'Catch up' funding to close the attainment and progress gaps caused by COVID. The strategy includes:

- Maintaining a broad and rich curriculum and improving classroom pedagogy and whole school strategies, adjusting the curriculum to focus on key priorities to maximise readiness for next year. We have involved additional training and purchasing resources that will support children to 'get back on track'
- 1:1 and group interventions using trained teachers to include speech and language, phonics, emotional literacy, social interaction and communication, maths and English key skills
- Providing learning support to develop the outcomes for children who have been identified as needing 'catch up' in their learning.
- To narrow gaps created by disadvantage or negative lockdown experiences by providing targeted support and intervention including behaviour support, and additional 1:1 learning support.

SPECIFIC NEEDS IDENTIFIED FOR RECOVERY

A	Reading and Phonics
B	Writing skills and writing stamina
C	Language and communication (including EAL)
D	Maths

E	Behaviour and social interaction – adjusting to school routines and expectations; social and communication skills; friendship issues and online safety
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Planned expenditure for current academic year (responding to identified needs above)

Need	Action	Intended Impact	Amount of 'catch-up' funding allocated
A –Reading and phonics/spelling	<ul style="list-style-type: none"> • Individual phonics assessments • Re-teaching from new starting point • Catch-up intervention – small groups in 1:2 or 1:3 • Reading skills focus – VIPERS inference and retrieval <p>Books and resources to engage interest at age appropriate level while at correct reading level - bug club-onlin support</p> <ul style="list-style-type: none"> • Adjusted English curriculum for terms 4-6 with new texts 	Phonics assessments at end of year are at age-related expectations and if not, specific gaps are clear and targeted next year	£4,100
B – Writing skills and writing stamina	<ul style="list-style-type: none"> • Recovery English Curriculum – new texts and termly plans planned based on layered 'stacked' writing units • New writing framework/programme, Jane Constidine 'The Write Stuff' implemented and staff training provided -(new texts and termly plans) – based on short writing units • Writing Catch up groups • Handwriting support and interventions including fine motor control 	Children are able to demonstrate age related expectations in shorter pieces and gain fluency in handwriting in order to be ready for expectations of next year	£2,000
C- Language and communication	<ul style="list-style-type: none"> • Speech and language screening and therapy • Communication interventions e.g.; social skills • EAL specialist learning support – first language rich 	Children can communicate at ARE levels and if there are gaps, targets are clear and specific and interventions are in place.	£2,000

D – Maths	<ul style="list-style-type: none"> • White Rose Framework – remapped Maths curriculum and refocused maths priorities • Catch up interventions – tutors to deliver tuition either in groups size of 1:3 	<p>Children are confident in their understanding of the concept of place value</p> <p>Maths assessments</p>	£1,800
E- Behaviour, emotional needs and social interaction	<ul style="list-style-type: none"> • Social skills interventions – confidence , turntaking, resilience and team building • Individual behaviour plans with targeted 1:1 and small group 	<ul style="list-style-type: none"> • Children’s behavioural needs are well managed and serious disruption is avoided • Learning is not disrupted by low level distracting behaviour • Children affected by are ready to learn, behave well and make progress 	£1,200