



Use of Covid-19 Catch Up Premium



Shaldon Primary School Allocation £16,880

Our Outcome – Successful Learners

- Know how to learn (metacognition)
- Make exceptional progress (3 circles)
- Achieve high standards (academic excellence/ knowledge acquisition)
- Recognise a capacity for learning (metacognition and growth mindset)
- Have a thirst for learning (Character)

Analysis of need

Priority 1: Phonics, Early Reading and Reading Fluency in KS2

Funding: £8,440 on Phonics Bug, Rapid Reader and associated reading books, staff training and on-going staff development (drop-ins, mentoring).

EYFS

Verbal communication and receptive language skills, speech therapy, vocabulary acquisition

Fine motor skills / Poor pencil grip

Phonics and early reading

Recognising numbers – concrete and abstract

Counting

Key Stage 1

<p><u>Y1</u></p> <p>Phonics</p> <p>Place value</p> <p>Number bonds to 10</p>	<p><u>Y2</u></p> <p>Phonics – reading fluency and speed</p> <p>Key word recognition</p> <p>Number recognition, Numbers as words</p>
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<p>Letter formation and handwriting</p> <p>Simple sentences – capital letters and full stops</p> <p>One more/one less</p> <p>Comprehension of questions</p>	<p>Number bonds to 20</p> <p>Digit reversal</p> <p>Letter formation, spaces, handwriting</p> <p>Full stops and capital letters</p> <p>High frequency words spelling</p> <p>Simple suffixes and homophones</p> <p>Addition and subtraction/ four operations</p> <p>Conjunctions</p> <p>Stamina for writing</p> <p>Simple problem solving</p>
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Key Stage 2

Reading – Phonics gaps, fluency, reading comprehension strategies e.g. retrieval, inference and deduction, stamina

Writing – basic sentence construction (at different levels), punctuation (at different levels), conjunctions, stamina, spelling, rereading for sense, consistency of tense

Handwriting

Mathematics – Place value, calculations, Fractions, Decimals and Percentages, fluency - recall of basic mathematical facts, measures, geometry statistics, mathematical vocabulary, pace, reasoning and applying, word problems

Priority 2: Targeted Academic Support, particularly for disadvantaged children

Funding: £8,440

Funding used to buy in additional tutoring hours from experienced part-time teachers already working in school.

Teachers worked in a targeted way with children who had significant gaps identified during the first lockdown, especially those in Years 5 and 6, supporting their reading and maths fluency.

Our Guiding Principles – Rationale for our use of Catch Up Premium

Quality First Teaching

We know that a highly effective, excellent teacher makes the biggest difference to the children in their class. Therefore, our biggest investment needs to be in our teachers' professional development.

The EEF Toolkit reports that the most effective strategies to accelerate progress remain Feedback (+8 months) and Metacognition and self-regulation (+7 months). Therefore, A



Curriculum for Excellence's focus on developing metacognition, if implemented effectively, will have the greatest impact on children's learning.

We know that assessment is key – teachers need precise knowledge about the gaps in children's learning, and planning should build upon this assessment. *Dylan Williams research - Responsive teaching*

High quality feedback (and marking) is essential (+8 months EEF Toolkit). This enables the learner to reflect and adapt and to practise new knowledge or skills.

We need to prioritise the explicit teaching and 'catch up' of basic skills, as outlined above, within the context of our Curriculum for Excellence learning experiences.

We need to equip our teachers to adapt the curriculum for blended learning – in school and remote learning. Having a strategy in advance about curriculum organisation, how lessons will be planned and taught in the event that a teacher is off sick, strategies for managing workload to avoid teacher overwhelm.

Targeted Academic Support

We know that our teachers know their children best and are therefore the best placed for any additional targeted support.

If teachers don't have capacity to take on additional catch up, our experienced and highly effective Teaching Assistants and HLTAs are likely to be more effective than a new appointee.

Any targeted intervention needs to be planned with *precision* to meet our children's needs. Additional academic support needs to be planned carefully so that new learning builds sequentially on prior knowledge. Sessions need to happen regularly, and be led by an adult who knows the child and the course content well.

Priority subjects for targeted academic support need to be oral language intervention (+5 months), Early years interventions (+5 months), early reading and phonics (+4 months), reading comprehension strategies (+6 months) and Mastery Learning – through pre-teaching in reading and mathematics. (+5 months)

