



# SPRINGFIELD PRIMARY SCHOOL

## COVID-19 CATCH UP PREMIUM STRATEGY

Pupil Information	
Number of pupils on roll	439
Amount received per child	£80
Total catch-up premium budget	£35,120

### Key Objectives for the use of Catch-up Premium funding for 2019-2020

To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

To address missed enrichment opportunities for disadvantaged pupils.

To support the aims of our Pupil Premium Grant Strategy to reduce the attainment gap between your disadvantaged pupils and their peers

Strategy Publication

March 2021



### Internal Barriers to Educational Achievement

Gaps in knowledge caused by extensive school closures resulting in stalled or slower progress in core subjects.

Limited access to extra-curricular activities normally provided by schools.

Low attainment of children in Y1 due to lack of time in school working at National Curriculum level and missing key milestones in the EYFS curriculum.

Issues with writing stamina across all year groups, most notably Y3.

### Additional Barriers to Educational Achievement

Increased concerns about wellbeing for older pupils and their increased use of social media.

Increase in SMEH vulnerabilities.

Some families are unable to provide consistent support for their children's learning outside of school.

### PLANNED EXPENDITURE

Category of spend i	Quality first teaching for all				
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
Additional classroom support to facilitate teacher led small group interventions.	Consistently high quality first teaching for all pupils.  Gaps in learning are addressed quickly and effectively.  Interventions are delivered to reactivate lost learning following school closures.	"Evidence shows that small group tuition is effective" for supporting lower attainers or those falling behind (EEF, 2020)  Enabling teachers to provide high quality interventions in a timely manner will be most likely to address individual needs both proactively and reactively to the ongoing class teaching content.	Termly assessment data analysed to track the achievement of PPG children.  Teaching and learning observations.  Class teacher feedback.  Book looks.	All teaching staff	Termly



Additional classroom support for pupils with academic or social/emotional needs	<p>Ensure they can access the learning and participate in the classroom environment to their full potential.</p> <p>In the moment support and personalised curriculums delivered to reactivate lost learning following school closures.</p>	<p>Post-closure we have seen an increase in children requiring support to settle back into school life. By providing additional adult support we are able to support them to developing coping strategies and access the curriculum alongside their peers.</p> <p>Additional support increases our capacity to provide in the moment intervention to help address the gaps in learning caused by school closures.</p>	<p>Termly data assessment tracking attainment and progress</p> <p>Learning walks/observations</p> <p>Pupil voice</p> <p>Teacher feedback</p> <p>Behaviour records</p>	<p>DHT</p> <p>SLT</p>	Termly
<b>Estimated spend</b>					£23,007

Category of spend ii	Targeted Support				
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
After school program of small group tuition for pupils working just below ARE.	To address the missed learning opportunities for those children would who have reached ARE had we been in school.	<p>“Evidence shows that small group tuition is effective” for supporting lower attainers or those falling behind (EEF, 2020)</p> <p>Additional tuition does not replace in-school intervention and thus provides an opportunity for rapid progress for greater numbers of pupils.</p>	<p>16 groups running once a week across years 1-6 for writing, maths and phonics.</p> <p>Small group size: 6-8 pupils.</p> <p>Children working one step below ARE invited to attend.</p> <p>Teachers and teaching assistants running groups.</p> <p>Training and resources for leading interventions provided.</p>	DHT	June
<b>Estimated spend</b>					£3700



Category of spend iii		Additional Resources			
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
Reading resources including Bug Club	<p>To develop patterns of regular reading and reading for pleasure from an early age.</p> <p>To provide access to wider range of texts and genres.</p> <p>To re-establish regular reading for children who did not have access to books during the school closures.</p>	<p>Reading assessments indicate a regression in reading age for some pupils.</p> <p>Families have reported having limited access to books at home. Bug Club provides them with greater access to texts that challenge and inspire.</p>	<p>Reading attainment</p> <p>Accelerated Reader data</p> <p>Pupil views</p>	Reading Lead	Termly
Funds reserved for contingency planning and meeting unexpected needs of our pupils	To ensure we have available funds to quickly address unexpected needs that arise during the course of the year.	We are safeguarding a small portion of the budget to ensure we can meet the needs of our pupils appropriately and promptly in uncertain times.	This will be determined according to the type of expenditure required.	HT	Ongoing
Estimated spend					£8413