

COVID-19 CATCH UP PREMIUM REPORT 2021-22

Hanham Abbots Junior School

Covid-19 catch-up premium spending: summary

Total number of pupils	Total pupils 298 Disadvantaged pupils 41 6 of disadvantaged are SEND	Amount of catch-up premium received Recovery premium: £7,105 (£145/pp based on Oct 2020 census of 49 children) Plus carry forward catch up from 20-21: £13,116
Total catch-up premium budget Planned expenditure 2021-22	£ 20,221	

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (Covid-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial and the scale of our response must match the scale of the challenge.

At Hanham Abbots Junior School we have a carry forward amount of £13,116 and we have added this to £7,105 Recovery Premium to create a provision map to address the gaps for our children.

Key catch-up priorities at HAJ:

- Fluency in reading
- Fluency in arithmetic
- Social, emotional and mental health (SEMH)

HAI aims of catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To reduce the attainment gap between vulnerable pupils – including SEND and Pupil Premium – and all other
- To target those who have lost attainment to ensure that they reach potential
- To support the emotional literacy of pupils to enable them to be successful now and in their future lives

HAI approaches to close the gap:

Approach:

- **Tier 1:**
 - Specific whole class focus on reading fluency
 - Whole class phonic teaching in Year 3 and 4
 - Recapping on gaps in phonics as part of whole class spelling lessons
 - Magic Maths sessions to focus on arithmetic gaps
 - Focus in PHSE lessons on resilience and self esteem
- **Tier 2:**
 - Group phonic interventions
 - Group reading fluency interventions
 - Group arithmetic interventions
 - Group Emotional Literacy Interventions
 - Group Health and Well Being Intervention
- **Tier 3:**
 - 1:1 reading fluency tutoring
 - 1:1 arithmetic fluency tutoring
 - 1:1 Mentoring

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading fluency
B	Phonic gaps
C	Arithmetic gaps and mental arithmetic speed

ADDITIONAL BARRIERS	
Other barriers:	
D	Resilience
E	Self esteem

Planned expenditure for current academic year 2020-21

Tier 1 support: Teaching quality, assessment and feedback				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Specific whole class focus on reading fluency	To improve reading fluency of all pupils especially those performing below expected WPM Words per minute improvements for all pupils below age expectation	Reading leader to observe quality of lessons Reading Leader and Inclusion leader to monitor regular fluency assessments	Reading Lead Inclusion Lead	End of T3 and T4
Recapping on gaps in phonics as part of whole class spelling lessons	To minimise phonic gaps for all pupils Pupils with phonic gaps to show improvements in reading and spelling assessments and in fluency scores (WPM)	Reading Leader to observe spelling lessons Reading Leader and Inclusion Leader to monitor improvements in spelling and fluency assessments	Reading Lead Inclusion Lead	End of T3 and T4
Magic Maths sessions to focus on arithmetic gaps	Arithmetic scores to improve for those working below ARE Improvements in arithmetic scores	Maths leader to observe magic maths lessons Maths leader and Inclusion Leader to monitor improvements in arithmetic scores	Maths Lead Inclusion Lead	End of T3 and T4
Focus in PHSE lessons on resilience and self esteem	Pupils to show greater resilience when faced with challenges Pupil and teacher voice Assessments Quality of work in books	PSHE Leader and Inclusion Leader to observe discreet lessons and application in other lessons Book looks Pupil and teacher voice	PHSE Lead Helen Lees	End of T3 and T4
Purchasing of good quality high interest low level books	Too support pupil's reading motivation and fluency	Listening to pupils read Improved fluency scores and AR scores	Reading Lead Inclusion Leas	End of T3 and T4

Tier 2: Small group academic support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Phonic interventions	Pupils to fill phonic gaps (Letters and Sounds Assessment) Improvements in phonic and fluency assessments	Monitoring quality of interventions Assessment analysis	Inclusion Leader TAs SEN Teacher	T3 and T4
Reading fluency interventions	Pupils to improve fluency scores(WPM) Pupils to improve AR and PIRA scores	Monitoring quality of interventions Assessment analysis	Inclusion Leader Reading Assistant SEN Teacher Booster Teacher	T3 and T4
Arithmetic group interventions	Pupils to improve arithmetic scores	Monitoring quality of interventions Assessment analysis	Inclusion Leader SEN Teacher Booster Teacher	T3 and T4
Emotional Literacy group intervention	Pupils to improve emotional literacy scores	Monitoring quality of interventions Assessment analysis	Inclusion Leader TA	T3 and T4
Health and Well Being Intervention	Pupils to show improvements in self, esteem, resilience and general well being	Monitoring quality of interventions Assessment analysis	Inclusion Leader Y6 teachers Progressive Sports	T3 and T4

Tier 3: One to one support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
1:1 reading fluency and phonic tutoring	Improved phonic knowledge and reading fluency (wpm)	Monitoring quality of interventions Assessment analysis	Inclusion Lead SEN Teacher Booster Teacher Reading Assistant	T3 and T4
1:1 arithmetic fluency tutoring	Improved arithmetic scores	Monitoring quality of interventions Assessment analysis	Monitoring quality of interventions Assessment analysis	T3 and T4
1:1 mentoring	Improved self-esteem and friendships Less CPOM incidents for low level behaviour	Monitoring quality of interventions Assessment analysis	Monitoring quality of interventions Assessment analysis	T3 and T4
Total budgeted cost:				£14,500
Estimated balance to be carried forward to 21/22, which can be used towards future tuition costs:				£5,721