

Emmbrook Infant School

COVID-19 catch-up premium report



SUMMARY INFORMATION			
Total number of pupils:	183	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,640		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT Academic barriers:	
A	Year 1s- Poor concentration and focus
B	Year 1s- Low baseline in EYFS
C	Year 1s- Low academic outcomes in literacy and maths at the end of EYFS
D	Year 2s- gaps in mathematical knowledge due to lockdown

ADDITIONAL BARRIERS External barriers	
D	Poor parental literacy skills
E	Inability to access remote education effectively during lockdown
F	Lack of support in reading and spelling home learning

Planned expenditure for current academic year.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Aspirational targets set for all pupils to achieve ARE at the end of the academic year. All staff are aware of children requiring catch-up and are closely targeted in class	Pupils achieve ARE and are ready for the next stage in their education. All identified gaps have been closed.	Previous outcomes for pupils who have gaps and are underachieving in years 1 and 2. Rigorous pupil tracking systems which are already in place and highly effective.	Focused tracking of pupils needing catch-up Closer monitoring by SLT Agenda item at every staff meeting	CG, JW	Half-termly
Total budgeted cost:					N/A
Targeted support- academic outcomes					
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?
Assess all pupils and complete a gap analysis	Planning reflects the identified gaps.	Quality planning and Wave One teaching is based on next steps for pupils and not a bought scheme of work	CG will collate all assessment results and disseminate to staff.	CG	Termly

Employ year 2 SEND Lead for 2 more afternoons	Mathematical gaps are targeted and closed. Children meet ARE at EOY2 or make at least expected progress from EYFS.	Quality of interventions previously delivered Effective planning of SEND interventions by JW- SEND pupils achieve highly at EOY2	Pupil Progress meetings SLT monitoring Aspirational target setting and tracking	JW	Half termly
Employ a teacher to deliver bespoke catch-up in year 1 for Autumn term 1.	Highlighted gaps are closed and pupils are on track to achieve ARE or at least expected progress from EYFS.	Highly experienced teacher with high expectations to deliver to small group of 10 children daily.	Weekly feedback to SLT Monitoring of progress in books On going Assessments – formative and summative	FG	weekly
Employ a TA to deliver bespoke Catch-Up for two afternoons per week in year 1 from Jan 2021.	Pupils can write in complete sentences.	Following pupil Progress Meetings in December 2020, more need has been identified.	Year group teachers will monitor supported by DH and HT.	SM	Half termly
Half-Termly Educational Catch-Up meetings with targeted parents.	Parents support learning at home as directed by school staff and understand the gaps their children have in their learning.	The previous success of Structured Conversation for all Disadvantaged pupils in getting parents to support at home and engage with school.	JW and HB to organize and ensure attendance. JW to maintain contact with targeted parents and feedback to SLT and governors.	JW	Half-termly
Purchase Reading Eggs and Mats Seeds for the whole school	Reading and maths outcomes at the end of the year are in line with set targets- a;; gaps closed.	Reading Eggs enabled all children to access a reading scheme at home during lockdown. As a result, the majority of pupils continued to make good progress with their reading.	Teachers to track use of at home and run sessions in school to encourage continued use. If a bubble has to self isolate, Reading Eggs will be used as the primary reading resource and activities set by the teachers.	JW	Half-termly

Literacy home-learning support for targeted parents	Parents understand how to hear their children read effectively including when and how to praise.	Poor literacy skills of some parents who have requested support. Children not being heard read at home.	Regular training in school with parents led by JA. JA to feedback to CG Assessment of targeted pupils reading.	JA	weekly
Total budgeted cost:					£13,674
Other approaches					
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?
Nurture assistant support (well-being)	Children are happy and ready for learning. Attendance in school is high- 97%+	National evidence relating to Covid impact on well being Children will want to attend school if their mental health is strong.	Records of nurture work completed Attendance tracking	JK CG	Monthly weekly
Wellbeing training for all staff	Staff feel confident in supporting pupils well being in class and school. Pupils are happy, confident and ready to learn.		Ensure appropriate training is completed by all staff	GM	
Total budgeted cost:					£80
Total Catch-Up Cost					£13,754
Budget remaining to be spent					£886