

# Ashton CEVC Primary School

## COVID-19 Catch-Up Premium Report

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	19	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£1520		

STRATEGY STATEMENT
<p>Catch-up priorities are identified as:</p> <ul style="list-style-type: none"><li>• Children's recall of multiplication tables and number facts</li><li>• Some children within KS2 who have fallen behind or would benefit from some additional teacher input to support learning in reading, writing or maths.</li></ul> <p>The core approaches which we have decided to use to bridge these gaps are:</p> <ul style="list-style-type: none"><li>• purchase of an online maths programme – Times Table Rock Stars which children can access at home and school to build their fluency in times table recall.</li><li>• employ a teacher one afternoon per week to release the teacher to deliver catch-up sessions for the children who need some additional 1:1 and small group support.</li></ul> <p>It is anticipated that this approach will support pupils:</p> <ul style="list-style-type: none"><li>• To succeed in developing their knowledge and fluency of times tables. Pupils will sit entry level test and then class teacher to continually monitor progress.</li><li>• To raise the attainment of pupils who have fallen behind or for whom the gap has widened following COVID -19 school closures.</li></ul>

## Barriers to learning

The following was identified as barriers to learning which needed addressing:

- Children's fluency and knowledge of times tables. This supports learning in many aspects of maths and also needs to be developed with the introduction of the Year 4 Multiplication Tables test.
- Children in Year 3/4/5/6 class is the largest class with the most year groups in. It was identified that any funding spent on 1:1 or small group catch ups would be best spent in this class to allow focus on small groups with specific needs and gaps in knowledge. These were not necessarily SEN children, but those are identified at working below the expected level for their age group and need some coverage of gaps in their knowledge or some developing confidence through small group work.

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Children unable to recall multiplication tables with fluency
B	Some of the pupils in years 3,4 5 and 6 have some fundamental gaps in the English and maths knowledge and would benefit from small group sessions to build knowledge and develop confidence.

## Planned expenditure for current academic year

Quality of teaching for all					
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?
<p>Invest in Times Table Rock Stars online programme to engage and enthuse children in the learning and rehearsing of their times tables.</p> <p>Children to be given weekly time to access the programme in school and will also be able to use their log in details at home.</p>	<p>Children will improve in fluency and accuracy in times table recall.</p> <p>Pupils will sit a base line test and then there will be checks on progress.</p> <p>Teacher to set the tables pertinent to specific groups.</p>	<p>Lack of knowledge of times tables slows down learning and fluency in areas of maths curriculum.</p> <p>Children will enjoy the competitive element of TT Rockstars and will be able to access at home which will be useful should the children need to move to remote learning.</p>	<p>Ensure all children have access in school.</p> <p>Weekly sessions planned in and used to ensure fluency is developing.</p>	<p>JBu</p> <p>Gareth Goddard Junior Teacher</p>	<p>Ongoing</p> <p>Baseline Assessment Completed.</p> <p>Carry out an assessment in February to gauge developing knowledge.</p>
Total budgeted cost:					£100.00

Targeted support					
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?
Teacher to be employed on a Thursday afternoon to cover the Junior Class to release the class teacher to deliver catch up interventions for identified children.	<p>Children will make better than expected progress over the year.</p> <p>There will be clear success criteria for the sessions which the catch-up teacher will keep track of to ensure impact.</p>	<p>Juniors is the largest class with the widest span of ability and most year groups covered.</p> <p>Children in Years 3 – 6 who are not identified as SEN but are working below the expected level for their age.</p> <p>Gaps identified in some Reading, Writing and Maths knowledge which will be foundations to support them in their learning in class.</p>	<p>Catch-up sessions to be decided on by class teacher with focus children.</p> <p>Clear assessment of starting points and objectives which will be worked on during the sessions to allow impact to be measured and be seen in class work.</p>	<p>JBu</p> <p>GGoddard Class Teacher</p> <p>Laura Wilson to cover the class</p>	<p>Review after 6 weeks worth of sessions to see impact and plan next steps (Jan 2021)</p>
Total budgeted cost:					<p>Each weekly session costs £80</p> <p>15 sessions</p> <p>Total Cost = £1200 with some surplus for staffing on costs.</p>