



Clifton Primary COVID-19 catch-up premium report

(template copyright The Key for school leader but adapted for Clifton's purpose)

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	274 (excludes nursery)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21,920		

STRATEGY STATEMENT	
<p>At Clifton we intend to use any covid funding for the following:</p> <ul style="list-style-type: none"> • Improving the learning opportunities for the year 6 in their transitional year • Improving outcomes for year 2 in preparation for transition to KS2 • To reduce the attainment gap between your disadvantaged pupils and their peers • To raise the attainment of all pupils to close the gap created by COVID-19 school closures 	
BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of reading, writing, maths
B	Confidence and resilience in learning
C	Attitude to school /learning since returning in pandemic. General anxiety/apathy.

ADDITIONAL BARRIERS

External barriers:

D	Access to remote learning when absent from school
E	Interruption of learning due to covid 19 i.e. bubble collapsing
F	Poor engagement in remote learning from both child and parent

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?
<ul style="list-style-type: none"> Place extra staffing in UKS2 Improve learning opportunities for the year 6 in their transitional year Providing smaller intense group work to target gaps in learning 	<p>Year 6 will be ready for transition to year 7 in September 2021</p> <p>Year 6 will make good progress in readiness for the next stage.</p> <p>Disadvantaged children and PPG will make good progress in core subjects</p>	<p>Year 6 children are about to transfer into high school having missed several months of education.</p> <p>PPG and disadvantaged children to be taught by phase lead and UPS teacher for core subjects</p>	<p>Observation</p> <p>Book monitoring</p> <p>Results at the end of the year</p> <p>Pupil voice</p>	LJ/AMC/RD	<p>December 20</p> <p>April 21</p> <p>Summer 21</p>

<ul style="list-style-type: none"> • To improve outcomes for children transitioning from year 2 to KS2 • Providing smaller group work to target teacher 	<ul style="list-style-type: none"> • Increased % of children passing phonics screener • Year 2 will make good progress in readiness for the next stage. • Disadvantaged children and PPG will make good progress in core subjects 	<p>Year 2 children are about to transfer into year 3 having missed several month of education.</p> <p>PPG and disadvantaged children to be taught by phase lead and UPS teacher for core subjects</p>	<p>Observation Book monitoring Results at the end of the year Pupil voice</p>	<p>LJ/AMC/MM</p>	<p>December 20 April 21 Summer 21</p>
<ul style="list-style-type: none"> • Release of UPS teacher to move to year 5 to support learning 	<p>Number of children at ARE expectations to improve in core subjects</p>	<p>PPG and disadvantaged children to be taught by phase lead and UPS teacher for core subjects</p> <p>Core subject streamed into age groups to allow for rapid progress to be made.</p>	<p>Observation Book monitoring Results at the end of the year Pupil voice</p>	<p>LJ/AMC/ RD</p>	<p>December 20 April 21 Summer 21</p>

<ul style="list-style-type: none"> • Appointment of staff member to undertake additional SEN work • Purchase the enhanced SLA to include extra hours for Sp&L hours. • Purchase enhanced SLA for EP for extra hours 	<p>Number of children needing support to develop Sp & L and assessment from the EP will receive it.</p> <p>Children will be given the appropriate strategies to be successful.</p>	<p>Number of children being identified as needing Sp&L or EP assessment by SENDco, Pastoral team and class teachers</p>	<p>Number of children in receipt of support identified.</p>	<p>AMC / LJ</p>	<p>April 21 Summer 21</p>
				Total budgeted cost:	£22,781
<p>Review</p> <p>Books showed good progress across the school</p> <p>Pupil voice positive re subjects / learning / attitude to school</p> <p>Book scrutinies showed a broad range of subjects taught.</p> <p>PPG children performed well against Non-PPG.</p> <p>SEN assist meant that more children registered for assessment and had their IEP's and Pastoral Plans updated</p> <p>5 children were screened for dyslexia</p> <p>2 more EHCP plans resulting in 12 children being supported.</p> <p>data</p>					
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?

Appointment of TA2 to TA3	To provide extra support in the year 3.4 classes	To work with children whose phonics was not at the required level.	Observation Book monitoring Results at the end of the year Pupil voice SSRT – improved colour bands	RD/BS	Summer 21
Purchase Orienteering Scheme	Children have opportunities to be more active, socialise with peers whilst learning.	Children have had little chance to be as active as lockdown was during winter months. Children have not had opportunity to develop peer to peer relationships and build team building skills.	Training implemented for staff and time scheduled for all teachers to take their class outside for this.	SLT and all staff	
Cursive handwriting scheme purchased Letter Join	Children learning to join their letters correctly and handwriting visibly improves	Children have been working on line, losing a lot of their fine motor skills. Handwriting has been minimal and needs to improve	Book monitoring Results at the end of the year	RD and all staff	Summer 21
Purchase extended phonics scheme	To enable children to read more fluently	Older books could be sent home with children to practice with New scheme to fit in with existing book band and more accurate assessment	Training given by phonics lead Results from phonic screener Results from SSRT	MM and SLT	Summer 21
Total budgeted cost:					£6212.6

OUTCOMES

93% of children in year 2 have successfully passed their phonics – giving them a great start for year 3.

68% in year 1. Further support for these children identified.

School has implemented the scheme and will report on its success next term when it has been fully embedded.

Orienteering training has meant the children can be more active doing a mental maths lesson, a History lesson etc and are really enjoying the opportunity to mix within their bubble and learn. It is starting to improve fitness as well as social skills between the children.

TA3 has worked intensely with several smaller groups of children in year 3.4 and they have benefitted from the interventions.

Progress data indicates that the children have made progress in all areas in some cases significant progress.

Data indicates that attendance remained above 90% at all times despite bubble closure and other illnesses.