



Pyncroft Grange Primary School

Covid Catch-up Premium 2020-2021

School Overview

Number of pupils in school YR-Y6 (Oct 19 census)	207
Catch-up Premium allocation (Number of pupils x £80)	£21,420
Publish Date	November 2020
Next Review date	Summer 2021

Strategy Statement

September 2020 baseline assessments and gap analysis identified the following key priorities for our school catch up programme

- To raise the attainment of all pupils to close the gap created by COVID 19 school closures, with a focus on phonics, reading, mathematics and writing
- To improve well-being, self esteem and resilience of pupils created by COVID 19 school closure
- To reduce the vocabulary deficit for the disadvantaged pupils and EAL pupils, which has been magnified by COVID 19 school closures

Teaching and Learning

Priority area	Rationale	Action taken	Funding allocation	Assessment of impact	Review
Intervention teacher January- March	Teacher to work with targeted children who have identified knowledge and skills in the core subjects	Teacher to be appointed Children completed baseline assessments to identify gaps in knowledge and key skills	£6,874 (not appointed)	Children will make accelerated progress and on track to reach end of year group expectations	National school closure Targeted interventions were delivered on TEAMS Interventions showed that 100% made progress from their baseline (reading and mathematics)
Targeted booster classes	Small group work to close identified gaps in reading, writing and maths	Children invited to attend a twice weekly booster group	£417.02	Children able to access their allocated year group curriculum	
Phonics and early reading books	Phonics baselines in September identified that many children in Key Stage 1 were behind age related expectations for phonics Reading books that match the children's phonics understanding support the children to become confident, fluent readers.	A wide range of books that allow children to apply the phonics they are learning have been purchased.	£869.95	Children make good progress with their reading and achieve in line with year group curriculum expectations	Secure early reading scheme in place Phonics tracker monitoring children's individual progress Targeted interventions in place 80% of Year 1 cohort on track

Targeted academic support

Priority area	Rationale	Action taken	Funding allocation	Assessment of impact	Review
Third Space Learning High quality one to one maths tuition	Children in Upper Key Stage 2 have identified gaps in their mathematical knowledge and	6 children in Year 5 booked in for one to one tuition	£6,892	Children will be confident, independent mathematicians	Identified children had bespoke programmes and gaps in mathematical knowledge narrowed.

Spring and Summer term 2021	understanding of key concepts	6 children in Year 6 booked in for one to one tuition		Children in Year 6 achieve in line with national average	Children had opportunity to articulate their thinking using high quality mathematical vocabulary Year 5 83% reached end of year expectations Year 6 100% reached end of year expectations
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Wider strategies

Priority area	Rationale	Action taken	Funding allocation	Assessment of impact	Review
ELSA (Emotional Literacy Support Assistant) Supporting pupils' social, emotional and behavioural needs	Children's experiences at home when school was closed were very mixed. Some children need an opportunity to talk through their experiences during lockdown including bereavement	Increased ELSA timetable	£3,946.66	Pupil voice- children have a strong self-esteem and apply the range of coping strategies they have explored in different contexts	Excellent relationships built with pupils and families Pupils accessing the classroom and have strategies in place to support

Total £12,125.62 Carry Forward to 2021-22 £9,294.28

Monitoring and review

- Termly progress meetings with class teachers
- Termly report to Local Governance Committee
- Termly report to the Bourne Education Trust

