

## COVID Catch Up Spending Intentions

Summary information					
<b>School</b>	St Bartholomew's CE Primary School				
<b>Academic Year</b>	2020/21	<b>Total Covid Catch up budget</b>	£27,280	<b>Date of first impact review</b>	Dec 2020
<b>Total number of pupils</b>	344				

1. Barriers to future attainment	
<b>A.</b>	Poor reading fluency
<b>B.</b>	Poor comprehension strategies for reading
<b>C.</b>	Poor mathematical fluency and knowledge
<b>D.</b>	Inability to apply mathematical knowledge to a range of reasoning contexts

Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
To ensure that the negative impact on reading fluency that has occurred during the partial closure of schools is addressed. To ensure that the vast majority of children have a reading age which is at least the same as their chronological age. That all children have value added to their reading age from the baseline assessment conducted in September 2020.	<p>Accelerated progress is made from September baseline assessments of reading speed and fluency</p> <p>Children will have a reading age which is at least the same as their chronological age.</p> <p>Value will have been added to all children's reading age so that they can make at least good progress from their start point.</p> <p>Children are able to decode age appropriate texts with appropriate speed and fluency.</p>

<p>To address gaps in children’s reading comprehension skills which were acquired during the partial closure of schools. This will help children to access the curriculum and make progress in all areas of their learning.</p>	<p>Accelerated progress is made from September baseline assessments in reading.</p> <p>That formative assessment demonstrates that children are able to comprehend age appropriate texts.</p> <p>That children’s outcomes in summative assessments demonstrate at least age appropriate comprehension skills.</p> <p>That all children, identified through formative and summative assessment processes, make at least good progress from their July 2019 end point assessment.</p>
<p>To ensure that children have the necessary knowledge and skills in mathematics to progress to the next stage of mathematical education which is age appropriate.</p>	<p>Accelerated progress is made from September baseline assessments in mathematics.</p> <p>That formative assessment demonstrates that children have acquired the appropriate skills and knowledge needed to access age appropriate learning in mathematics.</p> <p>That summative assessments demonstrate children have made at least good progress from their July 2019 end point assessment.</p>
<p>To identify the children who have fallen furthest behind in English reading (decoding and comprehension) and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in reading, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children have a reading age which is at least the same as their chronological age.</p> <p>That gaps in reading fluency and comprehension between identified children and their peers are rapidly closed.</p>

<p>To identify the children who have fallen furthest behind in English writing and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in writing, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children are working at ARE in writing (or have made at least good progress from their July 2019 end point assessment)</p> <p>That gaps in writing ability between identified children and their peers are rapidly closed.</p>
<p>To identify the children who have fallen furthest behind in mathematical knowledge, fluency and reasoning and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p>	<p>Identified children make rapid progress in mathematics, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children are working at ARE in maths (or have made at least good progress from their July 2019 end point assessment)</p> <p>That gaps in writing ability between identified children and their peers are rapidly closed.</p>

Planned expenditure					
Academic year	2020/21				
Action	Intended outcome	Timescale	Costing	Staff lead	Date of reviews
All children in all classes to have dedicated 20 minute reading fluency lesson for 20 minutes per day, in addition to their timetabled English lesson.	Children's reading speed and fluency will improve so that all children are able to decode age appropriate texts at an appropriate speed for their age.	Autumn and Spring Term	N/A	Amie Newell/Steph Banks	December 2020 April 2021
All children in all classes to have dedicated 20 minute maths knowledge, skills and fluency session for 20 minutes per day, in addition to their timetabled maths lesson.	Children's mathematical knowledge and fluency skills will be practised and refined, ensuring that gaps in learning are addressed.	Autumn and Spring Term	N/A	Louise de Graaff	December 2020 April 2021

<p>An identified group of 6 children in Year 2 to have small group targeted English intervention for 1.25 hours, 2x per week</p>	<p>That gaps identified in reading fluency, comprehension and writing will be rapidly closed.</p> <p>That the identified children are working at least at ARE in English by June 2021</p>	<p>Autumn and Spring Term</p>	<p>1 x qualified teacher, M6 0.1 FTE  £4778</p>	<p>Emily Brown/Nikki Beasley</p>	<p>December 2020  April 2021  (ongoing teacher assessment against targets)</p>
<p>A group of 6 identified children in Year 2 to have targeted, small group maths intervention 1.25 hour 2 x per week</p>	<p>That gaps identified in mathematics will be rapidly closed.</p> <p>That the identified children are working at least at ARE in maths by June 2021</p>	<p>Autumn and Spring Term</p>	<p>1 x qualified teacher, M6 0.1 FTE £4778</p>	<p>Emily Brown/Nikki Beasley</p>	<p>December 2020  April 2021  (ongoing teacher assessment against targets)</p>

<p>Provide 1.1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M4, TLR2a 0.1 FTE £3 094</p>	<p>Tom Moxon</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>
<p>Provide 1.1 Maths support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in mathematics for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M4, TLR2a 0.1 FTE £3,094</p>	<p>Tom Moxon</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>

<p>Provide 1.1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 3 and 4 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Academic year 2020/21</p>	<p>1 x qualified teacher AHT L5 0.1 FTE £6280</p>	<p>Stephanie Banks</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>
<p>Provide 1.1 Mathematics support by qualified teacher over the course of 1 afternoon for identified children in Years 3 and 4 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in mathematics for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments</p>	<p>Academic year 2020/21</p>	<p>1 x qualified teacher AHT L5 0.1 FTE £6280</p>	<p>Louise de Graaff</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>

<p>Provide 1.1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 5 and 6 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments.</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M6 TLR2a £3,570</p>	<p>Hannah Critchley</p>	<p>April 2021 June 2021</p>
<p>Provide 1.1 maths support by qualified teacher over the course of 1 afternoon for identified children in Years 5 and 6 who have fallen significantly behind during the partial closure of schools.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p>	<p>Improved learning outcomes in reading and writing for identified children.</p> <p>Rapidly accelerated progress for identified children from September 2020 baseline.</p> <p>Identified children to make at least good progress from their July 2019 end point assessments.</p>	<p>Spring and Summer term</p>	<p>1 x qualified teacher M6 TLR2a £3,570</p>	<p>Hannah Critchley</p>	<p>April 2021 June 2021</p>