

Our School Vision:

Through our curriculum we teach our Christian vision: Hope, Wisdom, Community and Respect so that our children are prepared spiritually, morally and culturally for a life in modern Britain.

# Norton: COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	149	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£11,920		

STRATEGY STATEMENT
<ul style="list-style-type: none"><li>○ To reduce the attainment gap between newly disadvantaged pupils and their peers</li><li>○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li></ul>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in phonic knowledge due to COVID-19 attendance and varied home learning engagement
B	Gaps in understanding of number due to COVID-19 attendance and varied home learning engagement
C	Gaps in wider curriculum progression due to COVID-19 attendance and varied home learning engagement

### ADDITIONAL BARRIERS

#### External barriers:

D	Inconsistent attendance due to COVID related absence
E	Barriers to remote learning due to technology being unavailable
F	Emotional impact of COVID on families

## 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?
<i>High quality teaching for all: carefully planned whole class teaching monitored by STL and subject leaders</i>	<i>Year groups catch up and make rapid progress towards ARE</i>	<i>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear explanations and scaffolding, that should be our focus for planning to re-establish and further improve teaching in the upcoming academic year.</i>	<i>SLT/Subject leaders to monitor progress each term through</i> <ul style="list-style-type: none"> <li>• <i>Joint book looks</i></li> <li>• <i>Observations</i></li> <li>• <i>Impact assessment</i></li> </ul> <i>Expertise shared during staff meetings or during subject leader support meetings</i>	<i>SLT</i>	<i>Dec Feb May</i>
Total budgeted cost:					
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?

<p>Following initial assessment, each class has planned support for targeted pupils whose gaps/needs have been identified. This takes place 8.30-9am or 3-3.30pm to minimize disruption to whole class teaching.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</p>	<p>Target pupils catch up through additional small group interventions in Reading, Phonics, Maths or Writing</p>	<p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <ul style="list-style-type: none"> <li>• The intervention has structured supporting resources and lesson plans with clear objectives.</li> <li>• Teaching assistants or academic mentors follow the plan and structure of the interventions</li> <li>• Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.</li> <li>• Connections are made between the out-of-class learning in the interventions and classroom teaching.</li> </ul>	<p>SLT/Subject leaders to monitor progress each term through</p> <ul style="list-style-type: none"> <li>• Joint book looks</li> <li>• Observations</li> <li>• Impact assessment</li> </ul> <p>Expertise shared during staff meetings or during subject leader support meetings</p>	<p>SLT</p>	<p>Dec Feb May</p>
Total budgeted cost:					
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>

<p>Gaps in wider curriculum progression due to COVID-19 attendance and varied home learning engagement are addressed</p>	<p>Pupils enjoy learning because the curriculum is varied, rich and relevant.</p>	<p>Children enjoy their education and are enriched and motivated to learn through the wider curriculum; a curriculum that is not narrowed</p>	<p><i>SLT/Subject leaders to monitor progress each term through</i></p> <ul style="list-style-type: none"> <li>• <i>Joint book looks</i></li> <li>• <i>Observations</i></li> <li>• <i>Impact assessment</i></li> </ul> <p><i>Expertise shared during staff meetings or during subject leader support meetings</i></p>	<p><i>SLT</i></p>	<p><i>Dec Feb May</i></p>
<p>Total budgeted cost:</p>					