

COVID Catch Up Spending Intentions

Summary information					
School	St Benedict Biscop CE Primary School				
Academic Year	2020/21	Total Covid Catch up budget	£15,280	Date of first impact review	Jan 2021
Total number of pupils	191				

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

Intended outcomes <i>they will be</i>	Specific Actions	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>In week 4 of the new school year all children will take a baseline assessment test to calculate their reading age.</p> <p>All children with a reading age below their chronological age will have an adult reading session daily to support developing fluency.</p> <p>Analysis of tests take in first week of December to check children are on track to make accelerated progress in their reading age across the autumn term.</p> <p>SEND assessments if issues identified.</p>	<p>Baseline assessments in September 2020 will identify children who are below their chronological age for reading and daily fluency support will be provided.</p> <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</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>In week 4 of the new school year all children will take a baseline assessment test to identify whether they are achieving in relation to age related expectations for the previous summer term.</p> <p>All children working below the expected standard will receive a weekly reading intervention to support to address the gaps in their knowledge.</p> <p>Question level analysis will form the basis of teaching priorities for the whole class in the autumn term.</p> <p>Analysis of tests take in first week of December to measure the impact of intervention and identify groups for the spring term.</p> <p>Additional intervention TA to be employed from January 2021 to address specific issues identified.</p> <p>SEND assessments if intervention is not seen to impact on attainment.</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>In week 4 of the new school year all children will take a baseline assessment test to identify whether they are achieving in relation to age related expectations for the previous summer term.</p> <p>All children with lower mathematical fluency will have daily to support with core arithmetic skills, including number facts and times table knowledge..</p> <p>Analysis of tests take in first week of December to check children are on track to make accelerated progress in their mathematics across the autumn term.</p> <p>Additional intervention TA to be employed from January 2021 to address specific issues identified.</p> <p>QLA completed to inform direct teaching and intervention groups.</p> <p>SEND assessments if issues identified.</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>Additional teacher led after school club in the autumn term to support identified children to make accelerated progress.</p> <p>Daily 1:1 reading for children who are below chronological age or disadvantaged.</p> <p>Monitoring of intervention groups through class provision maps to measure the impact of intervention on pupil progress.</p> <p>Training for all TAs in the use of precision teaching to support accelerated progress.</p> <p>Additional teacher deployed to year 6 to provide targeted groups 2 x weekly to address gaps in knowledge and accelerate progress.</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>Targeted intervention TA to support children in writing with additional small group and 1:1 work in the Spring term.</p> <p>Additional teacher deployed to year 6 to provide targeted groups 2 x weekly to address gaps in knowledge and accelerate progress.</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>Targeted intervention TA to support children in writing with additional small group and 1:1 work in the Spring term.</p> <p>Additional teacher deployed to year 6 to provide targeted groups 2 x weekly to address gaps in knowledge and accelerate progress.</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, 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	Clare Hill	December 2020 April 2021
All children in all classes to have dedicated maths knowledge, skills and fluency session for 10 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	Sarah Parkin	December 2020 April 2021
Additional TA deployment in Reception Class for Autumn term to support high quality intervention in all areas of learning.	Children will be supported to address gaps created by limited access to nursery provision in the summer term.	Autumn and Spring Term	10 hours weekly L2 TA £4,500	Elizabeth Burley	December 2020 April 2021
TA Training for precision teaching to support effective intervention.	Teaching assistants will be confident to deliver effective intervention groups.	INSET October 2020	£160	Stephanie Plumb	December 2020
Additional TA deployment in Key Stage 1 classes for Autumn and Spring term to support high quality intervention in reading, writing and maths..	Children will be supported to address gaps created by partial school closure and to achieve ARE.	Autumn and Spring Term	10 hours weekly L2 TA £4,500	Stephanie Plumb	December 2020 April 2021

Additional intervention TA to support intervention in Year 3 – 5 with a focus on English and Maths	Children will make accelerated progress from baseline assessment.	Spring and Summer Term	20 hours weekly L2 TA January – July £9,000	Stephanie Plumb	April 2021 July 2021
Small group support with qualified teacher for identified children in year 6 to accelerate writing progress from Autumn baseline	Children will achieve ARE or GDS by the end of year 6 assessment	Autumn and Spring term	0.1 FTE UPS3 + TLR teacher £1,944	Clare Hill	December 2020 April 2021
Small group support with qualified teacher for identified children in year 6 to accelerate maths progress from Autumn baseline	Children will achieve ARE or GDS by the end of year 6 assessment	Autumn and Spring term	0.1 FTE UPS3 + TLR teacher £1,944	Clare Hill	December 2020 April 2021