

COVID Catch-Up Premium

2021-2022

ROBERT PEEL
Primary School



Total number of children on roll:	388						
Total catch-up budget:	£28,320	First installment:	£7,120	Second installment:	£9,400	Third installment:	£11,800

Teaching & Whole-School Strategies - In this section we outline which actions we are implementing to support teaching and whole-school concerns.

Intent	Implementation	Cost	Staff Lead	Impact
Screen all children in EYFS for spoken language and implement speech interventions where necessary	<ul style="list-style-type: none"> All children to reach age related expectations in spoken language by the end of the EYFS 	£500	N Deshaut	
Use phonic interventions to diminish differences between non and disadvantaged learners	<ul style="list-style-type: none"> All children in Reception to be taught at the same level Phonic interventions used to improve reading ages in other year groups 	£2,000	M James	
Maths pre-teaching used in years 2 to 6 for lower ability children	<ul style="list-style-type: none"> Use Maths pre-teaching to ensure all children access the learning in mastery lessons and therefore improve outcomes 	£3,000	R Wood	
Support children's mental health, well-being and social interactions.	<ul style="list-style-type: none"> Daily PSHE lessons being accessed by all children Mentor training and mentoring sessions with children completed therefore greater level of support Social and Emotional Groups run and accessed by children. Sunshine Circles run in Early Years by trained staff Training of a Mental Health Lead to develop the whole school practice Teaching staff all completing mental health training and therefore actioning this practice in their classes Additional staff on break and lunch duty to assist children playing and socialising 	£3,000	N Deshaut	
£8,500				

Targeted Support - In this section we outline the actions we will be implementing to support individuals or small groups.

Intent	Intervention Implementation	Intended Impact	Cost	Staff Lead	Impact
Nursery interventions: <ul style="list-style-type: none"> • Spoken language • Social groups 	<ul style="list-style-type: none"> • Wellcomm speech programme. Following assessment, intervention once a week per child • Lift off to Language. Small group intervention daily. • Turn taking games – daily small group activities 	<ul style="list-style-type: none"> • 23 children move up at least one level on the Wellcomm screen • 33 children to move up a level for Communication and Language • 29 children move up one level for PSED 	£1,500	F Rawling	
Reception interventions: <ul style="list-style-type: none"> • Phonics • Spoken language • Number • Reading • Fine motor skills 	<ul style="list-style-type: none"> • Sounds~Write Phonics – daily sessions • Sunshine Circles – small groups once a week • Wellcomm speech programme - Following assessment, intervention once a week per child • Number Fluency – small group weekly • Daily Reading - small group weekly • Busy Fingers - small group weekly 	<ul style="list-style-type: none"> • 17 children to be able to fully access learning in phonic lessons • 10 children to meet Early Learning Goal for PSED • 25 children to move up one level on the Wellcomm Programme • 16 children to meet Early Learning Goal in Number • 9 children to meet Early Learning Goal in Reading • 6 children to meet Early Learning Goal in Fine Motor Skills 	£2,500	C Passfield	

Intent	Intervention Implementation	Intended Impact	Cost	Staff Lead	Impact
Year 1 interventions: <ul style="list-style-type: none"> • Phonics • Social skills • Reading • Fine motor skills 	<ul style="list-style-type: none"> • Sounds~Write Phonics – daily sessions plus additional interventions • Sunshine Circles – small groups once a week • Daily Reading - 1:1 reading 	<ul style="list-style-type: none"> • 25 children to make above average progress in their phonic attainment • 17 children improve in their confidence and communication skills 	£2,500	B Smith/ K Harris	
Year 2 interventions: <ul style="list-style-type: none"> • Maths • Reading • Phonics • Fine motor skills 	<ul style="list-style-type: none"> • White Rose Maths – pre teaching daily to small group • Sounds~Write Phonics – daily sessions plus additional interventions • Daily Reading - 1:1 reading and small group initial code • Handwriting – once a week 	<ul style="list-style-type: none"> • 10 children to be able to independently access Maths lessons • 6 children move on to the extended code • 11 children to move up one book band 5 children to have age appropriate letter formation 	£2,500	H Bremner/ G Brawn	
Year 3 interventions: <ul style="list-style-type: none"> • Maths • Reading comprehension • Phonics 	<ul style="list-style-type: none"> • White Rose Maths – pre teaching daily to small group • Sounds~Write Phonics extended code – small group • Daily Reading – 1:1 readers 	<ul style="list-style-type: none"> • 24 children to be able to independently access Maths lessons • 7 children to complete learning the extended code • 13 children to move up one book band 	£2,500	O Neighbour/ J Davidson	

Intent	Intervention Implementation	Intended Impact	Cost	Staff Lead	Impact
Year 4 interventions: <ul style="list-style-type: none"> • Maths • Reading comprehension 	<ul style="list-style-type: none"> • White Rose Maths – pre teaching daily to small group • Reading Comprehension • Daily Reading – 1:1 reading • After school Maths Tutoring once a week 	<ul style="list-style-type: none"> • 16 children to be able to independently access Maths lessons • 7 children to complete learning the extended code • 10 children to move up one book band 	£2,000	M Lovell/ J West	
Year 5 interventions: <ul style="list-style-type: none"> • Maths • Reading comprehension 	<ul style="list-style-type: none"> • White Rose Maths – pre teaching daily to small group • Reading Comprehension • Daily Reading – 1:1 reading 	<ul style="list-style-type: none"> • 19 children to be able to independently access Maths lessons • 2 children to be able to spell year 3/4 key words • 7 children to have age appropriate comprehension skills • 1 child to move up one book band 	£2,000	R Wood/ J Ingrey	
Year 6 interventions: <ul style="list-style-type: none"> • Maths • Reading comprehension 	<ul style="list-style-type: none"> • White Rose Maths • Reading Comprehension – daily small group • Daily Reading – 1:1 reading • Arithmetic intervention for small group weekly 	<ul style="list-style-type: none"> • 6 children to be able to independently access Maths lessons • 1 child to complete learning the extended code • 11 children to have age appropriate comprehension skills • 2 children to move up one book band 	£2,000	C Drohan/ G Wood	
Total spend:			£17,500		

Wider Strategies - In this section we will outline the actions we will be implementing as wider support, e.g. to parents, or accessing improved technologies.

Intent	Intervention Implementation	Intended Impact	Cost	Staff Lead	Impact
To increase reading resources matched to phonic ability in KS 2.	<ul style="list-style-type: none"> Greater range of books for children to use at home as school readers These books are matched to the school's phonics programme They have a greater interest for KS 2 ch'n but the phonic level is matched to the child's level of learning 	<ul style="list-style-type: none"> More reading at home Increased phonic ability Increase in reading age Greater interests from the children 	£2,500	M James	
To maintain effective communication with parents to strengthen relationships between home and school.	<ul style="list-style-type: none"> Head and Deputy available daily at entrances Email accounts for parents to maintain contact SEND Manager working with families where children have an identified SEND need 	<ul style="list-style-type: none"> Parents regularly share any concerns and worries with teachers Open communication from all parents Parents feel empowered to help and support their children Involvement from outside agencies is set up and supportive for families and children 	£0	All staff	
Total spend:			£2,500		