

# COVID-19 catch-up premium report

Godmanchester Community Academy

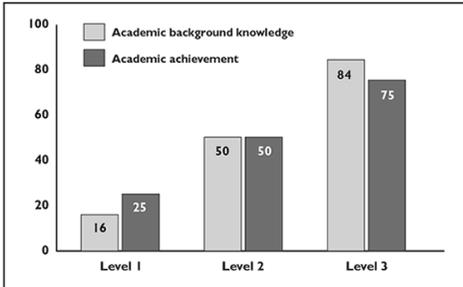
## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	397	Total catch-up premium budget:	£31,278

## Planned expenditure for current academic year

Action	Intended outcome	What's the evidence and rationale for this choice?	Cost?	When will you review this?
Investment in CPD books for all staff -  1. Principles of effective instruction (Rosenshine)  2. Teaching Walkthrus	Continue to improve the quality of teaching and learning.	Evidence suggests that the <b>quality of teaching</b> is the single biggest determiner of raising pupil achievement.  This view is shared in the EEF Covid-19 catch-up report (page 4) <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>  The pedagogical approaches in these books align with our school approaches which make them very helpful. They provide staff with additional guidance and ideas about how to adapt and improve their teaching, with a particular emphasis on direct instruction, teaching for long-term memory and SEND support.	£390	July 2021

Action	Intended outcome	What's the evidence and rationale for this choice?	Cost?	When will you review this?
<p>Small group tutoring (1:6)</p> <p>Twice a week (2 x 30 minute sessions) after school.</p> <p>Years 3-6</p>	<p>Lower achieving and/or disadvantaged children close the gap to their peers.</p>	<p>The EEF catch-up report identifies tutoring as another effective means of raising achievement (page 6) – <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>We have asked our year 3-6 teachers to lead these sessions – they have the established relationships, they know where gaps in learning are and they are best placed to decide how to close them. The tutoring focuses on English and maths but sometimes involve foundation subjects.</p>	<p>£6,000 (November 2020 – July 2021).</p> <p>This figure may end up being lower due to school closures in January – we would look to extend the tutoring into 2021-22.</p>	<p>March 8<sup>th</sup> – expected date for school re-opening.</p> <p>A second review in late June.</p>
<p>Small group tutoring (1:1 or 1:2)</p> <p>Twice a week (2 x 30 minute sessions) after school.</p> <p>Years 3-6</p> <p>Children with an identified SEND need who could benefit from additional support after school.</p>	<p>Children with SEND make accelerated progress due to additional support.</p>	<p>The EEF catch-up report identifies tutoring as another effective means of raising achievement (page 6) – <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>There are identified pupils with SEND who we believe would benefit from additional support in this way – the decision to invite these children was also based on conversations with parents.</p> <p>The sessions are also lead by staff working in the same class/year group as the children so they have the background knowledge to support them. Our SENDco is coordinating these sessions.</p>	<p>£2,000 (January 2021 – July 2021)</p> <p>This figure may end up being lower due to school closures in January – we would look to extend the tutoring into 2021-22.</p>	<p>March 8<sup>th</sup> – expected date for school re-opening.</p> <p>A second review in late June.</p>

Other approaches																
Action	Intended outcome	What's the evidence and rationale for this choice?	Cost?	When will you review this?												
Purchasing books including:  Phonics decodable  Fiction (all year groups)  Non-fiction (all year groups)	<p>Children are provided with the opportunity to apply their knowledge of PGCs.</p> <p>Children have access to a range of high quality texts at an appropriate level of challenge that includes a variety of authors, characters and genres.</p> <p>Children have access to non-fiction books that will provide background knowledge and vocabulary acquisition to improve both comprehension skills, and support the content taught in school.</p>	<p>DfE Reading for Pleasure (May 2012)</p> <ul style="list-style-type: none"> <li>- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 201, Clark and Douglas 2011)</li> <li>- Other benefits to rreading for pleasure include, text comprehension and grammar, positive reaidng attitudes, pleaserue in reading in later life, increase dgeneral knoweldge (Clark and Rumbold 2006)</li> </ul> <p>Numerous studies have confirmed the relationship between background knowledge and achievement (Nagy, Anderson, &amp; Herman, 1987; Bloom, 1976; Dochy, Segers, &amp; Buehl, 1999; Tobias, 1994; Alexander, Kulikowich, &amp; Schulze, 1994; Schiefele &amp; Krapp, 1996; Tamir, 1996; Boulanger, 1981). In these studies the reported average correlation between a person's background knowledge of a given topic and the extent to which that person learns new information on that topic is .66</p> <p>Figure 1.1. Academic Achievement at Three Levels of Academic Background Knowledge</p>  <table border="1"> <caption>Data for Figure 1.1: Academic Achievement at Three Levels of Academic Background Knowledge</caption> <thead> <tr> <th>Level</th> <th>Academic background knowledge (%)</th> <th>Academic achievement (%)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>16</td> <td>25</td> </tr> <tr> <td>Level 2</td> <td>50</td> <td>50</td> </tr> <tr> <td>Level 3</td> <td>84</td> <td>75</td> </tr> </tbody> </table>	Level	Academic background knowledge (%)	Academic achievement (%)	Level 1	16	25	Level 2	50	50	Level 3	84	75	<b>£6,000</b>	<b>July 2021</b>
Level	Academic background knowledge (%)	Academic achievement (%)														
Level 1	16	25														
Level 2	50	50														
Level 3	84	75														

Additional 1:1 reading support for children in EYFS	That all children, especially those who are disadvantaged and/or lower achieving, catch-up to their peers.	(As above)	£1,500  This figure may end up being lower due to school closures in January – we will extend this into 2021-22.	July 2021
Purchasing 15 laptops	Ensure that all children at home are able to access remote learning.	We need this additional laptops to fill a shortfall in the number of spare devices we have at school. Without access to these laptops, many of our pupils would not be able to access remote learning.	£7,000	

ESTIMATED REMAINING SPEND - £22,500