

**Coronavirus (Covid-19) Catch-Up Premium 2020/21**

**School Name: Osbaldwick Primary Academy**

**Total Allocation Amount: £22,000**

<b>How it is intended that the grant will be spent</b>	<b>Amount Allocated</b>	<b>How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed</b>
<p><b>KS1</b>            Teacher support commissioned through supply agency:  <b>Phonics Booster</b> - overlearning of phonics lessons  <b>Phonics Games Club</b> - application of phonics skills/knowledge - lunchtimes  <b>Writing Booster</b> - teaching of composition, writing process and application of phonics and handwriting  <b>Individual Readers</b> - application of phonics and comprehension  <b>Fine Motor Skills</b> - strengthen fine motor skills to aid physical development needed for writing skills  <b>Speech and Language</b> support delivered by a teaching assistant to specific group</p>	<p><b>£7,250</b></p>	<p><b>Phonics/Reading</b> - re-assessment of internal Phonics Trackers  <b>Writing</b> - progress seen in books/confidence/independence of composition and writing process.  <b>Fine Motor Skills</b> - increase in strength and skill when holding small tools eg: pencils for writing. Improvement in handwriting.</p>
<p><b>LKS2</b>            Teacher support given from two teachers</p>	<p><b>£5,500</b></p>	<p><b>Maths Boosters</b> - progress seen in formal Maths assessments.</p>

<p>who already work across the phase as per EEF guidelines:</p> <p><b>Maths Boosters</b> - For children at all different abilities with a focus on those below and those who had fallen behind the expected progress. Different groups had different focuses: arithmetic, four operations, reasoning.</p> <p><b>Reading Boosters</b> - To focus on comprehension skills and inference to build independence in answering questions about a text.</p> <p><b>Individual Readers</b> - To boost those using phonics and for children to work on fluency.</p>		<p><b>Reading Boosters</b> - progress seen in independent work in Reading sessions but also in formal reading assessments.</p> <p><b>Individual Readers</b> - progress seen in Reading fluency assessments but also in formal Reading assessments.</p>
<p><b>UKS2</b></p> <p>Teacher intervention given from a trusted former member of staff and experienced teacher. Interventions given based on EEF guidelines on administering interventions e.g. small groups, 30mins etc.</p> <p><b>Interventions</b></p> <p>Both maths and Reading boosters targeted any children identified on the gap analysis given from the summative NTS testing system. All bottom 20% children were given intervention and Pupil premium children were prioritised.</p>	<p><b>£4,213.50</b></p>	<p><b>Maths Boosters</b> - progress seen in formal Maths assessments.</p> <p><b>Reading Boosters</b> - progress seen in independent work in Reading sessions but also in formal reading assessments.</p> <p><b>Individual Readers</b> - progress seen in Reading fluency assessments but also in formal Reading assessments</p>
<p><b>Resources -</b></p>	<p><b>£4184.50</b></p>	
<p><b>Total amount</b></p>	<p><b>£22,000</b></p>	