

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	219	Amount of catch-up premium received per pupil:	£79 (£46 per pupil, then £33 per pupil in next financial year)
Total catch-up premium budget:	£17,301		

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19. We need to ensure every child has resilience and self-confidence.
B	Some children may have had limited access to reading materials during the lockdowns and therefore, their reading abilities may be lower than expected at the beginning of the year.
C	Some children may struggle to settle back into school and routines, and may have limited concentration due to lack of structured learning experiences during lockdowns/closures.
D	Some children have had limited opportunities to talk to others, read widely and discuss learning, their spoken language skills and understanding of vocabulary may be lower than expected at the beginning of the year.
E	Some children found accessing and engaging in learning focused on writing skills challenging during school closures, their writing abilities may be lower than expected at the beginning of the year.

F	Some children have had limited opportunities for socialization during lockdowns and school closures, their abilities to get on with and play with peers may be impacted. This could impact playtimes, emotional well being and ability to access learning in group or paired activities.
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ADDITIONAL BARRIERS

External barriers

G	Some parents in our community may continue to be worried about sending their children to school and we need to work with them to ensure all children have access to education.
H	Some families in our communities may have experienced difficulties and hardships over the lockdown (e.g. financial worries, bereavement, family breakdown) which may impact pupils home lives. We need to work with all families to understand their situation and ensure they have access to the right support.
I	Some parents and children may have become accustomed to the additional time spent together over lockdown and school closures, they may need support with difficulties around separation when returning to school.

Planned expenditure for 2021-2022 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?
<p>Teachers are given time to read, discuss Research projects and try idea out</p> <ul style="list-style-type: none"> - Teachers to discuss projects each half term in staff meetings - All teachers to meet once a term to discuss progress and their action research - Modelling used across the curriculum and is a focus of discussion groups - Oracy to be a discussion point each term with ideas being shared. Use of Voice 21 resources (approx. £4000) - Action research to be part of each teacher's appraisal 	<p>Children to make at least good progress as a result of quality first teaching</p>	<p>Evidence from the EEF report shows that expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p>	<p>Monitoring:</p> <ul style="list-style-type: none"> - Learning walks - Group discussions and notes from these sessions - Coaching sessions - Performance management 	<p>SLT</p>	<p>Half termly review in a SLT meeting</p>

<p>In discussion groups particular focus will be given to scaffolding learning and discussing different techniques.</p>	<p>Staff to have a secure understanding of how they can scaffold new concepts, addressing misconceptions, and breaking learning into sequenced steps.</p>	<p>Evidence from EEF's recent review has strong evidence to suggest that explicit instruction and scaffolding are key components of high quality teaching and learning for pupils.</p>	<p>Monitoring:</p> <ul style="list-style-type: none"> - Learning walks - Meeting notes - LSA meeting notes 	<p>SLT</p>	<p>Half termly review in a SLT meeting</p>
<p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <ul style="list-style-type: none"> - Teachers plan together in year groups (ensure PPA is timetabled to allow teachers to meet) - 'Now Press Play' purchased to help bring the curriculum to life (£1946) 	<p>Knowledge gaps will be reduced and children will make links with prior learning</p>	<p>Evidence from the EEF report shows that expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p>	<p>Monitoring</p> <ul style="list-style-type: none"> - Book looks - Conversations with children 	<p>SLT</p>	<p>Regular book looks</p>
<p>Total budgeted cost:</p>					<p>£4000</p>

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>Gaps to be identified through a range of strategies (summative and formative assessments).</p> <p>Use extra teachers to provide extra cover for interventions and extra teaching groups (DH, apprentices, Senior leader).</p> <p>Pupil Progress meetings will be used to discuss each child and decide on what is needed going forward. Support will be provided through quality first teaching, scaffolding and interventions when needed.</p>	For targeted children to close the gaps in the core subjects	EEF report states, '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. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.'	<p>Monitoring:</p> <ul style="list-style-type: none"> - Weekly checks with intervention lead - Assessments - Notes from pupil progress meetings 	SLT	Each half term
Total budgeted cost:					£30,000
Other approaches					
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>Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19. We need to ensure every child has resilience and self-confidence.</p> <ul style="list-style-type: none"> - Mental health first aiders - Consistent staff in each year group including at break and lunch times - Space used effectively in the school for play therapy, nurture group and ELSA 	<p>Staff to feel confident at identifying children who need extra emotional support. Children to feel self-confident.</p>	<p>From speaking to our families all through the pandemic, and our children when they returned, we are aware that a number of families have suffered hardships.</p>	<p>Monitoring:</p> <ul style="list-style-type: none"> - Pupil survey - Boxall profiles - Nurture group questionnaires 	<p>SCA</p>	<p>Weekly catch up in SLT</p>
Total budgeted cost:					£7000