

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	220	Amount of catch-up premium received per pupil:	£21.42
Total catch-up premium budget:	£4712		

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.

ADDITIONAL BARRIERS

External barriers

D	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.
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Planned expenditure for 2022-2023 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 take part in Teacher Action Groups each half term</p> <ul style="list-style-type: none"> - Teachers to discuss projects each half term in staff meetings - 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) 	Children to make at least good progress as a result of quality first teaching	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>Monitoring:</p> <ul style="list-style-type: none"> - Learning walks - Group discussions and notes from these sessions - Coaching sessions - Performance management 	SLT	Half termly review in a SLT meeting
In discussion groups particular focus will be given to scaffolding learning and discussing different techniques.	Staff to have a secure understanding of how they can scaffold new concepts, addressing misconceptions, and breaking learning into sequenced steps.	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>Monitoring:</p> <ul style="list-style-type: none"> - Learning walks - Meeting notes - LSA meeting notes 	SLT	Half termly review in a SLT meeting
Total budgeted cost:					£4000 (from main school budget)

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?
Gaps to be identified through a range of strategies (summative and formative assessments). Use extra teachers to provide extra cover for interventions and extra teaching groups (DH, apprentices, Senior leader). 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.	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.'	Monitoring: <ul style="list-style-type: none">- Weekly checks with intervention lead- Assessments- Notes from pupil progress meetings	SLT	Each half term
					Total budgeted cost: £4712 towards the cost of extra teachers