

# COVID catch-up premium report

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	230	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18000		

### STRATEGY STATEMENT

**Teaching:** Great teaching is the most important lever schools have to improve outcomes for their pupils

**Targeted Academic Support:** There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact

**Pupil Assessment and Feedback Assessment:** information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support

**Wider Support:** Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support across the school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning

Catch up Premium will be targeted to provide support and intervention using the following funding amounts: Overall 2020/2021: £18000  
Autumn 2020: £ £4,740 + £481.65 from school's budget

# Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Low level of Phonics in Y3 & Y4 for the bottom 20%
B	Gaps in learning due to lockdown
C	

## ADDITIONAL BARRIERS

### External barriers:

D	Home learning is quite limited in the most deprived families (digital poverty)
E	Vulnerable families extra support
F	

## Planned expenditure for current 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?
Staff attend Closing the Gap training provided by the LA	<p>Planning in writing addresses the gaps in learning</p> <p>Gaps in learning addressed</p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils</p> <p><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>Monitor:</p> <p>Staff attendance</p> <p>Planning is in line</p>	AK - ESL	<p>Oct 2020</p> <p>Dec 2020</p>
Well-being survey Pupils	Baseline for pupil's well being	<p>EEF – toolkit</p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/pupil-health-and-wellbeing/pupil-wellbeing/monitoring-pupils-wellbeing-tools/?marker=full-search-q-pupil%20wellbeing-result-2">https://schoolleaders.thekeysupport.com/pupils-and-parents/pupil-health-and-wellbeing/pupil-wellbeing/monitoring-pupils-wellbeing-tools/?marker=full-search-q-pupil%20wellbeing-result-2</a></p> <p>Direct funding in areas which will have the most impact. ( next term)</p>	Baseline – Whole school work on resilience has had a positive impact	HC	<p>Oct 2020</p> <p>Spring Term</p>
Total budgeted cost:					£1,200

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?
Phonics	Children improved Reading Age	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Children in Y3 who had not achieved KS1 Phonics Screen Check</p>	<p>Planning monitored</p> <p>Regular check ins with teacher</p>	AK	Dec 2020
Pre teach	<p>Deeper understanding of what is needed in the lesson</p> <p>Children contribute more to learning</p> <p>Greater engagement in own learning</p>	<p>Teaching the children think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning relating to reading.</p> <p>Small group sessions to pre teach vocabulary, core skills and knowledge.</p>	Planning monitored	Y6 teachers Y6 EAL HLTA	Dec 2020
Inference	Improved skills in reading skills	<p>Reading comprehension strategies</p> <p>Teaching the children think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning relating to reading.</p>	<p>AK – to support delivery and planning</p> <p>Feedback with the intervention teacher</p>	AK	Dec 2020
Total budgeted cost:					£4021.65

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?
Supporting Parents and careers		<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</a></p> <p>We have provided extensive pastoral support to pupils and families throughout the pandemic.</p> <p>We continue to support the most vulnerable families - regular and supportive communications with parents. As there is no additional cost at the moment – we will keep monitoring need and direct funding when and where needed</p>	<p>Regular contact with the Inclusion worker</p> <p>CPOMS updated after each call with parents (Child Protection Online Monitoring System)</p>	KS / HC	Dec 2020
Well-being survey Staff	Well-being of staff is a priority	<p>Improving staff wellbeing and work-life balance <a href="https://www.educationsupportpartnership.org.uk/about-us/contact-us">https://www.educationsupportpartnership.org.uk/about-us/contact-us</a></p> <p>Well-being of our staff in this global pandemic is key to effectively supporting the children in these uncertain times As there is no additional cost at the moment – we will keep monitoring need and direct funding when and where needed</p>	Interrogation of results of survey shared with governors	KS	Dec 2020
Total budgeted cost:					N/A

## ADDITIONAL INFORMATION

Investment in Digital devices to support digital poverty is to be a next part of the funding – as a school we have conducted a survey on devices and connectivity with all of our families ( 10 tablets have been bought PPG & donation)

The school is investigating the purchasing of books which have been specifically published for 'Catch up', in order to be used with targeted children. Such as CGP – Bundles