COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	397	Amount of catch-up premium received per pupil:	£74.76
Total catch-up premium budget:	£29,680		

STRATEGY STATEMENT

Our main school priorities for the catch-up premium strategy are:
 	
• To implement and monitor a recovery curriculum to impact on lost learning resulting in raised standards of attainment and accelerated progress in Reading, Writing and Mathematics by July 2021.
• To support the emotional well-being of the whole school community in response to the impact of Covid-19 lockdown and on-going local restrictions.
 	
• The overall aims of our catch-up premium strategy is:
    o To raise the attainment of all pupils to close the gap created by COVID-19 school closures as identified in Autumn 2020 baseline data.
    o To provide remote learning that will fully support teaching and learning and provide effective marking and feedback for immediate AFL.
    o To identify pupils who require additional emotional support and provide a personalised nurture programme
 	
To support the catch up of missed learning, we have allocated funding to specific in school interventions and allocated staff time to after school support sessions. Sessions will be led by teaching staff and supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'
 	
Relax Kids has been brought into school to support our children to develop their self-confidence, manage their moods or emotions, manage stress and anxiety, increase their brain power and relax and improve their sleep.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Baseline data showed a high percentage of regression in Mathematics and English due to lockdown. Further closure of bubble or whole school may impact on standards further.
B	Where parents are working from home, a number pupils have received no or minimal support with home learning.
C	Baseline assessment has shown a regression in phonics, and reading. Further lockdown or closure of bubble may impact on this further.

ADDITIONAL BARRIERS	
External barriers:	
D	Emotional and social wellbeing of pupils has been affected by lockdown.
E	Not all pupils have access to a device for home learning.
F	Parents request paper copies of work as they do not want to print off work online.

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?**
To provide after school sessions led by teaching staff.	To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA	Baseline data shows a high percentage of regression in all core subjects. (see school outcomes file). EEF states that 'Tuition delivered by qualified teachers is likely to have the highest impact.'	SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle.	HT/DHT	Every half term where appropriate, and within outcomes of termly data cycle.
To provide in- school interventions.	To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA	Baseline data shows a high percentage of regression in all core subjects. (see school data).	SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle.	HT/DHT	Half termly in addition to outcomes of termly data cycle.
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?
After school catch up sessions to be delivered in 6 week blocks/ half termly for all year groups, Reception – Year 6, specific to data analysis. 1:6 maximum 1x 45 mins weekly.	To accelerate progress within a specific aspect of reading, writing or maths, in relation to class specific data analysis and pupil need. (see class intervention maps.)	Baseline data identified that less than 50% of all pupils were not at ARE in Reading, writing or maths. Class teachers analysed all data and have planned prioritized after school interventions accordingly, specific to their class needs.	School monitoring programme- review of interventions within scruntiy, within data analysis throughout year and within pupil progress meetings.	CM/CM Subject Leaders All class teachers.	Half termly.
Before school/flexible registration session every morning for all pupils Year 1-6, for 15 minutes.	To accelerate progress within Maths, specifically calculation and arithmetic.	Baseline data shows that in years 1-6 less than 50% of pupils were at end of year ARE. Analysis of assessments identified calculation as a significant area.	School monitoring programme	NT overview. All staff Y1-6	Half termly scrutiniy outcomes. Termly data cycle.
Afternoon interventions – 1:1 for 10/15 minutes per day (1 hour every week) for 4-7 children within Reception, Year 1 and Year 2. (8 classes)	To accelerate progress/knowledge within phonics, specifically of speed sounds, including blending where appropriate, within phonics and early reading.	Baseline data/RWI assessments have identified lowest 20% of and/or children off track for ARE in each class.	School monitoring programme RWI assessments	JF overview MR/DM/JD/LB/KS/LH	Half termly 6 weekly

Reading Plus – pupils within Y6, Y5 and Y4 will have access to programme x3 per week, 1 hr 30 mins minimum.	To accelerate progress within Y54, Y5 and Y6 in reading focusing on fluency and accuracy.	Baseline data shows that only 4% of Y4, 41% of Y5 and 44% of Y6 pupils were at end of year ARE.	Literacy lead to monitor. Progress reports from programme. Weekly awards to show progress.	JF/BW/NT/OD/SS	Review is on-going weekly.

			Total budgeted cost: Before/After school sessions: Afternoon interventions: Reading Plus:		Time allocated only. £7417 £6587

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?**
Laptops and IPads	To ensure all classes have access to appropriate ICT equipment in order to maximise use of catch up programmes, eg: Reading Plus 3x per week, and therefore increase rate of catch, progress and attainment.	With the introduction of Showbie for all year groups, Reading Plus and a range of other ICT based programmes used for catch up interventions across school, the number of devices available for pupils was not sufficient in order to maximize the use of these programmes. School was under resourced in this area to cope with the additional demand and accelerate progress.	ICT suite and other ICT equipment is shared on a whole school rota, inked to catch up programs, interventions and the teaching of ICT. Intervention outcomes monitored half termly.	CM/SM Subject leaders	On- going

Relax Kids	To enable all children to develop their self-confidence, manage their moods or emotions effectively, manage stress and anxiety, increase their capacity for learning, relax and improve their sleep.	An award winning intervention used in the NHS in England and over 37 different countries around the world. It helps support children with a range of additional mental health needs, as well as the mental health and wellbeing of all children affected in any way by the current pandemic situation.	Relax Kids coach liaising with DHT to confirm qualifications, safeguarding and health and safety parameters for working with class bubbles. Class teacher feedback to DHT after 3/6 sessions to monitor impact and use by the children. Termly debrief meetings between DHT and Relax Kids coach to evaluate impact and plan next target groups.	SM	Termly
Purchase of catch up set of books to support booster sessions and home learning. Purchase of Showbie – home learning platform.	Home learning to support and consolidate year group objectives	Parents have expressed that they find home learning difficult and resources to support will be welcomed. Remote learning will be strengthened and enable pupils to complete work online, teachers can model tasks and provide immediate feedback and marking. This will mean that parents do not have to print off home learning and school do not have to photocopy large amounts of learning packs.	Monitored through pupil returns. CPD for all staff on the use of Showbie. Usage will be monitored by class teachers.	SM ICT technicians All staff	On- going On-going

	Total budgeted cost:	
	Laptops/Ipads:	£9360
	Relax Kids:	£5784
	Books:	£380
	Showbie:	£4132
TOTAL- £33,660		