

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	441	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£35,280		

STRATEGY STATEMENT

Our overall aim of our catch-up strategy is to raise the attainment of all pupils and close the gaps created by COVID-19 school closures.

School Catch Up Priorities

1. To continue to ensure high quality teaching
2. Early reading
3. Reading comprehension in Years 3 and 4
4. Maths number and place value
5. Mental health and well being

Core Approach to catch-up

- In school intervention run by tutors and class teachers
- After school intervention run by class teachers
- High quality professional development

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Delayed phonic knowledge due to lockdowns
B	Gaps in basic number and place value knowledge due to lockdowns
C	Reading comprehension development

ADDITIONAL BARRIERS

External barriers:

D	Lack of home devices to support remote learning
E	Lack of parental engagement and ability to support learning at home
F	Decline in emotional wellbeing of pupils

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	review?
High quality Maths Staff CPD Maths advisor brought in to run CPD, support planning and model in the classroom	Teaching of Maths is of high quality and pupils make accelerated progress	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider (Education Policy Institute EPI). CPD is sustained over time and embedded, following guidelines from the DFE teacher CPD standards	Maths lead is released weekly to monitor impact of training. Staff CPD sessions a focus of all Spring 2 meetings. Circle of support methodology ensures all staff support one another and any areas for development are immediately addressed. Impact monitored with moderation and assessment	HB	Easter 2022
Access to The National College CPD webinars	Staff have access to bespoke CPD opportunities and are more effective in class	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider (Education Policy Institute EPI). The National College gives access to hundreds of quality webinars on all educational matters	National College records log of all staff CPD. Phase Leaders and SLT monitor the quality of teaching	HP	Summer 2022
High quality English Staff CPD. English advisor brought in to run CPD on Talk 4 Writing, support planning and model in the classroom	Teaching of writing is of high quality and pupils make accelerated progress	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider (Education Policy Institute EPI). CPD is sustained over time and embedded, following guidelines from the DFE teacher CPD standards	English lead is released weekly to monitor impact of training. Staff CPD sessions a focus of all Spring 2 meetings. Circle of support methodology ensures all staff support one another and any areas for development are immediately addressed. Impact monitored with moderation and assessment	LDS HP	Easter 2022

Additional, experienced teacher for KS2	To close academic gaps and facilitate successful transition to KS3 curriculum	Evidence shows group size of less than 20 can have positive effect on pupil outcomes	Summative and formative assessment of pupils to monitor impact	SLT Middle leaders	Easter 2022
Total budgeted cost:					£22,000
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	review?
Teacher led intervention	Targeted pupils working on basic arithmetic and place value	<p>Teachers are best placed to deliver high quality pedagogy and can continue the support in class, in between each intervention session</p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/mastreport.pdf</p> <p>Small group, targeted intervention has a positive impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Time given to staff in order to run short, bespoke sessions to children</p> <p>Baseline and final assessment given</p>	MC HB	End of spring term
My Maths	Targeted pupils working on basic arithmetic and place value	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition		HB	End of spring term
Cracking Comprehension	Targeted pupils working on reading comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies		RC AW	End of spring term

Daily phonic intervention	Targeted pupils working on phonic programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	Phonics lead runs pm interventions and regularly assess progress	KM	End of spring term
NTP Maths tutoring	Targeted pupils from Year 2 to Year 6 on Place Value and arithmetic> Children will have the basic skills and knowledge and will be ready to progress	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Interview and appoint qualified teachers Train teachers in delivery of the programme 3 week assessments to ensure pupil progress	HB HP	Summer 2021
Total budgeted cost:					£10,000
Wider 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	Review ?
A. Access to Drawing and Talking Art Therapy	Ensure targeted children have 12 week sessions with trained Drawing and Talking staff mentor. Improved mental health and well-being.	Children have returned with heightened anxiety and difficult home situation throughout lockdown. It's vital that we address their mental health in order for children to be ready to learn. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	Continual raised awareness of mental health for staff and children. Increase the number of sessions offered by our existing mentors Monitor the impact of the sessions through pupil conferencing and speaking to parents. Direct children to CAHMS where appropriate.	HT SENDCo	After each 12 week programme of support

Access to a mental health and well-being mentor provided by the charity "Reach Out" https://www.reachoutuk.org/	12 week programme run remotely with qualified mentor for children in need of mental health and wellbeing support. Children will gain confidence and self-esteem. Attendance will Improve	The lock down has created a significant rise in the need for mental health support for children in the UK https://www.mentalhealth.org.uk/publications/im-pacts-lockdown-mental-health-children-and-young-people	The programme is an established one that is run by the charity Reach Out. All mentors are highly skilled and trained and the impact of children is measured with a baseline and final survey	Curriculum lead HT	After each 12 week programme of support
Total budgeted cost:					£2,000