

COVID-19 Catch up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	Autumn Term = 423 Spring Term = 403 Summer Term = 403	Amount of catch-up premium received per pupil:	£80 per pupil for the full year
Total catch-up premium budget:	£32,240		

STRATEGY STATEMENT

Catch-up priorities include:

- Speaking, listening and communication skills
- Self-esteem, well-being and social interaction
- Attainment gaps across different pupil groups including: disadvantaged, SEND and pupils whose parents are not Critical Workers
- To support the loss in learning due to COVID-19

The overall aims of catch-up funding is to:

- Reduce the attainment gaps for different pupils and groups of pupils
- Raise the attainment of all pupils and close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Attainment on entry is below national average for the majority of pupils. (Baseline assessments at F1 and F2)
B	Speaking, listening and communication skills are a significant barrier for many pupils. (Wellcomm assessments and KS data both internal and external, NHSS S&L caseload within school)
C	Poor attendance of a small number of pupils has a significant impact on learning within classroom across the school
D	Lack of opportunities and experiences for many pupils has a negative impact on their understanding of the world, self-esteem, confidence, general knowledge and academic development.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

E	The vast majority of pupils did not attend school during the first lockdown. The statutory duties of schools changed from education to childcare
F	Approximately 50% of pupils attended school during the second lockdown, although this was not consistent due to COVID cases and self-isolating. This means that half of all pupils did not attend school and even those that attended had significant disruption to their learning
G	Pupil access and engagement in blended and on-line learning was variable, despite our best efforts
H	Attendance continues to be a significant barrier to a growing number of pupils following the closure of schools to children other than KW and those pupils considered to be vulnerable

Planned expenditure for current academic year

Quality of teaching					
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?
Employ an additional teacher in F2 for the summer term	To improve provision for all pupils by targeting individual pupils and groups. Bespoke and focused support will improve outcomes and reduce attainment gaps across F2	We will combine professional knowledge with robust evidence about approaches that are known to be effective. EEF Documents and evidence: Early Language, Improving literacy in KS1 Improving Maths in Early Years	Regular discussion and meetings with EYFS team. Half termly assessment meetings and planning days. Support from EYFS leader and DHT	DHT	Half Termly from Summer 1
Quality first explicit teaching in all curriculum subjects	High quality first teaching of basic skills across all subjects	EEF Guide to supporting school planning states that explicit instruction is a key component of high quality teaching (p8)	Assessment meetings each half term. Base line assessments for Maths and English when all pupils return to school. Spring Term	HT	Half termly
Total budgeted cost:					£9,652.00
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?
Engagement in NELI Nuffield Early language intervention to support identified pupils in F2	Improve pupils' oral language and early literacy skills to reduce gaps in attainment. Staff CPD and resources to deliver the programme.	EEF endorsed research project fully funded by DfE as part of the Catch-up strategy.	Full participation in the programme and intervention. Baseline and ongoing assessments.	DHT	Half termly

TAs to work with identified pupils and groups within Year group bubbles	TAs will support individual and groups of pupils to address misconceptions in learning, reduce gaps and accelerate progress	EEF guide to supporting schools planning p15-16 states that small group and one to one interventions can be a powerful tool to supporting pupils	Weekly meetings and ongoing discussions within year group teams. Assessment Meetings	DHT	On-going
				Total budgeted cost:	£12,356
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?
Metacognitive strategies are explicitly taught to children to be applied in all curriculum areas	Staff training and CPD opportunities relating to Rosenshine principles and metacognition	EEF Guide to supporting school planning states that explicit teaching of metacognitive strategies is a key component of high quality teaching	Assessment meetings, discussions with staff and pupils, lesson observations when Government guidance allows	HT	Termly
Engagement in National academic Mentoring programme	Mentor employed through Teach First with salary paid by DfE	EEF and Government endorsed national strategy for COVID recovery	Full participation in the programme from Jan 2021 until July 2021 Mentor to support identified pupils across KS2 with English as a focus	English Subject Leader with support from DHT	Monthly
Wider Strategies					
Support for social, emotional and behavioral needs.	Links to PSHE curriculum that supports pupils with SEMH development for individual pupils and groups identifies as having complex needs.	EEF Guide to supporting schools and the recognition of impact of COVID-19 on mental health and well-being. Metacognition and Self-Regulation EEF evidence review.	ELSA support across year group bubbles by trained TAs.	SENCO Achievement Mentor	On-going
				Total budgeted cost:	£10,541
				Overall Total	£32,549