

COVID-19 catch-up premium spending: Summary

| summary information | | | |
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| Total number of pupils: | 20 (number on roll when catch-Up was calculated by the DfE | Amount of catch-up premium received per pupil: | £240 |
| Total catch-up premium budget: | £12,000 |  |  |

| strategy statement |
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| Our priorities:   * To focus upon the areas of reading and spelling , as these are the main deficits for our pupils. We believe that targeting these areas will close gaps and also enable pupils to feel more confident about learning –thus raising levels of engagement –this is particularly important for Y6 pupils. * To promote regular exercise thus supporting physical health after a period of being indoors- also supporting areas of mental health and individual ADHD needs-thereby also impacting upon confidence and emotional regulation. |

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| barriers to future attainment | |
| Academic barriers: | |
| A | Our pupils arrive with deficits in English skills and are usually not attaining at ARE –this puts them at a disadvantage under ‘normal’ circumstances. To have periods of ‘lost learning’ from March 2020 –August 2020 and January 2021 – Feb/March 2021 is increasing their attainment gap. Remote learning has been organized and planned to meet individual needs , but our pupils all have SEND and need support to access learning in class –so this is a particular difficulty when planning and delivering remote learning. We estimate that there will be problems re-engaging pupils back into full-time education. 1:1 targeted support will provide the pupils with time to catch up –at their own speed –and allow for more personalized learning to take place, thus increasing motivation and engagement as well as impacting positively upon pupil progress. |
| B | All of our pupils have aspects of SEMH. This is linked to low confidence , self esteem and issues with emotional regulation. Having time spent away from our academy and missing out on our routines, procedures and intensive behaviour support will impact upon progress that was made pre-COVID. Our role is to prepare pupils to return to school and being away from the academy for extended periods of time will impact significantly upon their SEMH difficulties –which in turn adversely affects access to learning. |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| D | Some pupils did not have access to laptops at home during March-August 2020 –they have access to laptops now. We have organized a loan scheme. |
| E | Some parents do not have the confidence levels/ skills sets to support remote learning –either online or hard work packs. Even with support from staff –this remains a barrier. |
| F | Most of our families live in overcrowded conditions with no immediate access to outside space. Children will have had very limited access to exercise and fresh air –this will impact upon physical, mental health ,behaviour and family relationships |
| G | Some parents/carers are anxious about COVID19 and are reluctant to send their child to the academy –this impacts upon attendance and overall development and progress |

Planned expenditure for current academic year 20-21

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| Focus Area 1 | | | | | |
| Action | Intended outcome and success criteria | Evidence | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Targeted pupils to receive additional 1:1 support in reading (esp phonics) and spelling.  One of the priority groups is Y6-due to secondary transition priorities. | Pupils to make progress from the baseline assessments. | Progress from baseline assessments  Progress against EHCP outcomes | Pupils identified via baseline assessments  All Y6 pupils to receive additional support  1:1 support organized and timetabled | HT  Asst HT for Inclusion | Term 4 , 5, 6 |
| Total budgeted cost: | | | | | £11,000 |
| Focus Area 2 | | | | | |
| Action | Intended outcome and success criteria | Evidence | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| All pupils to receive additional PE time | Pupils to have made improvements in their levels of fitness .  Pupils SEMH needs to have been positively impacted upon | Improvements in their fitness tests –from baselines  Improvements in their SIS scores – particular focus on Resilience / Managing My Emotions | Additional PE time on the timetable for all pupils  Differentiated groups for PE  1:1 sessions | Asst HT for Quality of Education  PE Lead | Term 4 , 5, 6 |
| Total budgeted cost: | | | | | £1,000 |