



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	196	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,680		

STRATEGY STATEMENT

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As part of our recovery plan to help support our pupils in their learning and enable them to make good progress, we are focusing on core subjects and learning. We want to ensure that children are as best prepared as they can be, for the curriculum in the next year group. This has meant discreet assessments to identify gaps in learning and tailoring our curriculum to suit individual and whole class needs. Staff are recapping on any areas of teaching missed and in some cases are back-tracking into previous year groups to support pupils so they can then begin to deepen and extend their knowledge and skills.

We are also keen to ensure that children's mental health is a priority and that they feel safe, happy and healthy – these are vital to successful learning. We are providing additional PSHE and well-being sessions. There are regular brain breaks and subjects which encourage relaxation and healthy mind and body habits e.g. PE, daily mile, yoga for all year groups, art, crafts and creativity, mindfulness, growth mindset and values. We are providing additional time for our school series worker and have employed a children's counsellor to support children who have been adversely affected. We are also trying to ensure that all subject areas are covered throughout the school year; aiming for a broad and balanced curriculum. Subjects are being taught through a cross-curricular approach which supports a wider coverage of the curriculum.

- Our recovery priorities are:
 - Prepare year 6 pupils for the move to secondary school through supporting them with their learning and ensuring coverage and understanding of the year 6 curriculum – through small booster groups.
 - Support our year 5 pupils in their learning and identify and support those who have specific gaps and areas to develop through one to one tuition.
 - Support and improve mental health of individuals
 - Improve general wellbeing and growth mindset.

- Approaches we are using and providing:
 - One to one tuition
 - Small booster groups
 - Counselling sessions
 - Small group work and circle time
 - Purchase of resources as necessary to support this.

- The overall aims of your catch-up premium strategy
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

- Engagement during lockdown – this improved with Lockdown 2021 and use of Seesaw App.
- Stamina and confidence of children with regard to learning.
- Mental health of children and adverse experiences over past year.

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?
Review of the curriculum coverage	Teachers will have time to provide a recovery curriculum and children will have been able to access all areas of the national curriculum.	<ul style="list-style-type: none"> - Teachers need additional time in the day to support recovery work in English and maths. - We need time to support mental health and wellbeing. 	Staff meeting discussions	JR	Half termly

<p>Provide additional PSHE teaching and well-being sessions.</p>	<p>Children feel happy, safe and healthy. They are able to access learning in school successfully because their mind is focused and in good health.</p>	<ul style="list-style-type: none"> - Children may have experienced difficult situations during lockdown. - They may have increased mental health issues and anxiety. - Parent mental health may have impacted on children and this could have an impact on learning. - Children need support in learning how to be friends, work together, listen, concentrate, improve stamina, relax constructively. 	<p>Through discussions with staff and children. Children feel happy, safe and healthy. Children have settled well back into school and are able to get on with their friends. They are working well and supporting each other. They are engaged in learning.</p>	<p>JR NH</p>	<p>Half termly</p>
<p>Provide support for pupils who are experiencing mental health issues or increased anxiety or issues linked to lockdown – through support from seris worker or children’s counsellor.</p>	<p>Children are provided with the appropriate level of support. They have known adults they can go to when they need support and help. They are developing strategies to deal with their emotions and worries.</p>	<ul style="list-style-type: none"> - The school community has experienced tragic and traumatic events – death of head teacher, illness and deaths of family members, death by suicide of ex-parent and a parent. - We have had an increase in safeguarding concerns, referrals and domestic violence incidents. - Some children have been isolated and in stressful situations during lockdown. - Parent mental health has impacted on families. 	<p>Weekly discussions with seris worker and counsellor. Discussions with children and families. Monitoring of children in class.</p>	<p>JR NH</p>	<p>Half termly</p>
<p>Total budgeted cost:</p>					<p>£4000</p>
<p>Targeted support</p>					

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?
Provide booster sessions 3 days per week for year 6 pupils – 3 groups – reading, writing, maths.	The sessions help to narrow the gap caused by lockdown and prepare pupils for the secondary curriculum.	- The year 6 pupils have the least time left at our school. They have missed a large amount of school over the past year and have also had a change in class teacher. The small group work is being taught by an STA who has worked with the class for many years and knows their gaps in learning well. She is an excellent practitioner who can quickly identify gaps in learning and provides excellent teaching and support to pupils. She also works in the class the rest of the time so is able to follow up and remind pupils of teaching and strategies.	Monitored by class teacher and head teacher Use of assessments Discussions with pupils	BW SC JR	Half termly
Provide one to one tuition sessions for targeted year 5 pupils, 1 English and 1 maths session per week.	The sessions help to narrow the gap caused by lockdown and prepare pupils for the year 6 curriculum.	- The year 5 pupils are being supported to ensure consolidation of the year 4 and 5 curriculum in preparation for starting year 6 and preparing for end of KS assessments.	Monitored by class teacher and head teacher Use of assessments Discussions with pupils	MT GS JR	Half termly
Total budgeted cost:					£10,000
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?

Purchase any resources, subscriptions, intervention packages which may support recovery curriculum.	Teachers and support staff have a range of resources to use to support them in delivering a recovery curriculum.	Assessed on an individual basis.	SLT will discuss value for money and use before purchase as a team then with wider staff.	JR, NH, GS, HR	Half termly
Total budgeted cost:					£2000