**COVID-19 catch-up premium report**



**“Guided by Jesus Christ, our teacher, we journey together,** **learning to dream, believe and achieve”**

## Funding Allocation

Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

**COVID-19 catch-up premium spending: summary**

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| SUMMARY INFORMATION | | | |
| Total number of pupils: | 418 (Reception –Year 6) | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £33,440 |  |  |

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| STRATEGY STATEMENT |
| We recognise the impact that the Covid-19 lockdown has had on children's emotional wellbeing and the negative impact on their learning.  In terms of learning, we have been allocated £33,440for the academic year 2020 - 2021.  Staff have assessed and highlighted the learning needs of children within their classes and we have planned provision accordingly to meet those needs. The baseline assessments were low and support has to be targeted. Based on this evidence we are prioritizing a number of approaches to our ‘catch up’ programme. The aim will be to raise the attainment of all pupils to close the gap created by Covid 19 school closures.  Teaching and whole school strategies:   * Professional development of the English subject lead in order to train staff on successful writing strategies. * Professional development of the EYFS subject lead in order to train staff on successful reading strategies. * Subject specific assessments (Reading, Maths, GPS) to identify areas where pupils have forgotten or misunderstood key concepts and identify children for additional catch-up support.   Targeted support:   * One to one and small group catch up sessions. * Maths tuition for identified Year 6 pupil premium children. * English and Maths structured intervention programmes. * Extending the length of the day for pupils in Year 3 and 6 to provide additional academic support in English and maths.   Wider support:   * To provide regular and supportive communications with parents to increase engagement with learning. |

**Barriers to learning**

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| BARRIERS TO FUTURE ATTAINMENT | |
| Academic barriers: | |
| A | Low levels of remote learning engagement during Covid 19 school closure resulting in poor baseline assessment results.. |
| B | Higher than usual poor oracy levels on entry in EYFS. Low levels of oral and written language |
| C | Low Levels of aspiration and resilience |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| D | Level of parental involvement in remote learning programme |
| E | Parental commitment to the extended school time intervention programme |
| F | Access to digital devices |

**Planned expenditure for current academic year**

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| 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? |
| Professional development of EYFS / English subject leaders to improve reading comprehension outcomes in EYFS and writing in KS1/2 | * Staff trained effectively on delivering high quality reading opportunities in EYFS and writing strategies in KS1/2 * Higher numbers of pupils meeting ARE | * Great teaching is the most important level schools have to improve outcomes for their pupils. * Ensuring every teacher is supported and prepared is essential to achieve the best outcomes for pupils. * Providing opportunities for professional development is likely to be valuable. | * Time given for staff to attend courses. * Staff meeting time utilized to share the training received and improve strategies within the school. * Opportunities offered for staff to observe good practice. | EM / RH | December and March following assessments |
| Use of standardized materials to assess children’s attainment and knowledge in English and maths | * Accurate assessment judgements made which will be tracked throughout the year. * Learning gaps identified and planning adjusted accordingly. | * Assessments can help teachers determine how to most effectively support their pupils. * Setting aside time for assessing pupils’ learning needs will enable teachers to provide effective support. * Assessments can be used to identify which pupils would benefit from additional catch up support. | * Assessment weeks built into the school monitoring schedule. * Purchase of test materials to assist teachers in highlighting gaps in subject knowledge and children for targeted intervention. * Staff meeting time dedicated to marking of assessments. | All teachers and SLT | Termly |
| Replacement of / increase the capacity of school reading books for children to read in KS1 | * To improve reading attainment / progress * to improve literacy skills | * to ensure children have access to books | * Monitoring of reading * ensuring there are enough books in each band to allow progression through the book bands. | CMcG | Dec and Mar |
| Total budgeted cost: | | | | | £7000 |
| 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? |
| * One to one and small group catch up sessions. * English and Maths structured intervention programmes * Maths tuition for identified Year 6 pupil premium children * Appointment of additional staff to support intervention programmes * Wellcom interventions following baseline assessments. | * To raise the attainment of targeted pupils to close the gap created by Covid 19 school closures. * All classes to have access to teaching assistants to help deliver catch up programmes * To raise levels of oracy | * There is extensive evidence for supporting the impact of high quality one to one and small group tuition as a catch up strategy. * There is extensive evidence showing the long term negative impact of beginning secondary school without secure literacy skills. * Effective intervention follows assessment to ensure that support is well targeted and monitors pupil progress. | * Pupil attainment and progress monitored to ensure the correct children are targeted. * Teaching is structured to the needs of the identified children. * Timetables drawn up detailing intervention, children involved, who and where it will be delivered. | SLT | December and March following assessments |
| * Extending the length of the day for some pupils in Year 3 and 6 to provide additional academic support in English and maths. | * To raise the attainment of targeted pupils to close the gap created by Covid 19 school closures. | * There is extensive evidence for supporting the impact of high quality one to one and small group tuition as a catch up strategy. * There is extensive evidence showing the long term negative impact of beginning secondary school without secure literacy skills. * Effective intervention follows assessment to ensure that support is well targeted and monitors pupil progress. * There is some evidence that extending school time can have a small positive impact on learning as well as some other outcomes such as attendance and behaviour. | * Pupil attainment and progress monitored to ensure the correct children are targeted. * Teaching is structured to the needs of the identified children. * Timetables drawn up detailing intervention, children involved, who and where it will be delivered. * Parents informed of the programmes | SLT | December and March following assessments |
| Total budgeted cost: | | | | | £27000 |
| 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? |
| To provide regular and supportive communications with parents to increase engagement with learning | * Children attend interventions offered outside of the normal school working day. * Increased engagement with remote learning. * Parents understand school’s approach to remote learning | * Parents play a key role in supporting children to learn at home and it is essential that schools and families work together. | * Parents kept up to date via newsletter * School approach to remote learning and remote learning policy shared with parents on the school website. * Parents given instructions on how to access Google Classroom / Tapestry for remote learning. | CH / JF / EM | December and March |
| Total budgeted cost: | | | | | 0 |

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| ADDITIONAL INFORMATION |
| Information used to support the above sections:   * Internal assessment and reporting software * Evidence from the EEF families of schools database * Parental surveys re remote learning |