



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	607	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£48,560		

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial.

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 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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?
Use of EEF teaching and learning toolkit (link on P7 when following the EEF's Covid-19 support guide for schools link in column 3) to select appropriate approach/strategy to support with closing a specific gap in a year group.	For whole year group subject specific gaps to be closed and for the number of children who are working at age related expectation (ARE) to increase OR the gap to narrow by the end of the academic year.	Combination of professional knowledge (through teachers carrying out a baseline assessment of all pupils in their class) with robust evidence about appropriate approaches (based on what the specific gaps are) that are known to be effective. Refer to: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Through discussions in termly Pupil Progress Meetings with strategic SLT and class teachers. Through in year professional learning group (PLG) discussions and sharing of good practice and findings from research.	Strategic SLT and year group leaders – along will all teachers for their own classes.	Termly during Pupil Progress Meetings (PPMs) – strategy tweaked as required to ensure current learning needs are met.
					Total cost: no additional cost
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?

Term 2 after school catch-up clubs (led by TAs) for children who have gaps in basic skills areas (phonics, reading, sentence construction, core maths skills)	For target children to close gaps in their learning so they are able to move on to working in skills from their relevant year group's programme of study (in reading, writing or maths)	Baseline assessment data from end of Term 1 analysed and used to identify children who have not made progress since the spring term (prior to school closure)	Gap analysis used to identify gaps in learning that will be worked on during the catch-up sessions. Class teachers will review the impact and success of these sessions with their class TA.	All class teachers along with their TA	End of Term 2 in PPMs 20 adults x 6 sessions – 107 children invited to the sessions
					Total cost: £1,916.40
Terms 3&4 and Terms 5&6 teacher/tutor led catch-up interventions	For children with gaps in their learning – who have not caught up over terms 1&2 – to receive some additional 1-1 or small group teaching with a class teacher or trained tutor (either in school or remotely)	Baseline assessment data followed by ongoing teacher assessment across T1&2 used to inform selection of children. Standardised score tests in reading and maths to be used alongside teacher assessment to provide a detailed analysis of gaps which will feed into what content is covered during catch-up sessions.	Children will be being taught by qualified teachers with knowledge of the subject content they are covering. Communication between the teacher carrying out the intervention and the class teacher to ensure that information in relation to progress is fed back.	DHT along with class teachers TBC Pearsons tutors or similar programme	End of each term in PPMs 5 teachers / children x 10 sessions
					Total cost: Approx T3&4 £1.5k T5&6 £1.5k
NELI (Nuffield early language intervention) throughout Spring and Summer	To close the gap in early language acquisition for target reception children.	DfE/EEF supported intervention – Early language is vital for success later in life yet, as a result of the Covid pandemic, some children entering reception in September 2020 have missed out on	All staff receive training and set material provided to school to be used for delivery of the intervention.	DHT and EYs lead	End of summer term 2021 No. of children x 20 weeks

terms (20 week intervention)		more than 20 weeks of early education at a crucial time for their early language development.	Language screener carried out at start and end of intervention to measure progress.		Total cost: Approx £1k teachers (Cover cost for the teachers to be trained)
Term 3&4 Accelerated Reader (in conjunction with Myon)	To improve children's comprehension skills and close reading gaps for targeted groups of children across school.	End of Term 2 reading comprehension papers (all year groups) gap analysis using MARK online tool to identify specific gaps.	Staff supporting children with the online intervention will have had training on Myon and accelerated reader so they can support the children choosing appropriately levelled texts and be able to analyse the results of the comprehension activities following the reading of the texts (to evidence any progress made.)	DHT	End of Term 3 & 4
					Total cost: Approx. £4k (for staffing) (For purchasing of devices for the targeted children so that they can access at home and school £350x? – intervention devices =£20k)
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?
One to one pastoral support for identified children	To support the emotional wellbeing of any children who have struggled with returning to school so	Some children have returned to school with worries (as identified by either their class teacher or parent/carer.) Weekly one to one opportunities to talk to the school's pastoral TA has been used	Termly discussions with the pastoral TA to monitor progress of children and to discuss any who may need to signposted for	Deputy Head and Pastoral TA	Termly

	they are able to talk about their concerns and feel more able to access learning in the classroom	successfully for a number of years and this is the only approach we can currently use (due to not being able to mix children or staff from different bubbles which we would usually do	external support (TaMHS, Trailblazers)		Total cost: No additional cost
Term 3&4 (initially) then Term 5&6 (if good impact) Additional teacher for 2 days a week	To provide teacher led small group tuition in order to close specific learning gaps in reading, writing or maths (data led)	Evidence from EEF teaching and learning toolkit shows that this can lead to moderate impact (up to 4 months gain)	Class teacher and tuition teacher work closely to target gaps and discuss approaches and activities for how to address the learning gaps.	Deputy Head	Termly
					Total cost: T3&4 = £4320 T5&6= £4320