



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	85	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£6800		

STRATEGY STATEMENT

It has been our aim to quickly identify those children that have fallen behind their peers both emotionally and academically over the past few months due to the pandemic. We carried out both informal and more formal assessments to ascertain those that had acquired gaps in their learning and would otherwise have been working within their age related expectations, if they had been in school as normal. We also closely monitored those who needed support to develop their mental wellbeing. We ensured staff had updated training to deal with families that needed specific help with trauma, bereavement, financial worries and raised anxiety levels.

All children have been assessed and those most at need were identified and began intervention work. Most work focuses on addressing the gaps in Maths and Literacy, though not exclusively. Some children were also identified for wellbeing interventions where they have taken part in drawing and talking sessions, lego therapy and one to one dedicated talking time with a trained member of staff. In doing this, we hope that children can quickly catch up with their peers by ensuring a tailored curriculum, that focuses explicitly on individual needs. Small group and one to one, regular interventions, is a short term solution to get all children back on track, in readiness for the school year starting September 2021.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lower attainment identified for most children in writing levels
B	Gaps in areas of Mathematics identified in some children
C	Gaps in reading comprehension and understanding identified in some children

ADDITIONAL BARRIERS

External barriers:

D	Not all children able to fully access home learning often dependent on parent's work commitments
E	Lower attendance in live lessons from some pupils or due to shielding
F	Anxiety levels heightened for some children due to the pandemic and its impact on their family.

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?

To raise the attainment level of writing for all children	For all children to be at or as near to their aged related expectations by the end of the year	It has been recognised across the MAT that writing has been the subject area most negatively impacted by home learning. It is evident many children had less support in this area and were either unsupported, or overly supported in their writing attempts., This has led to a decline in good, creative writing when asked to produce writing independently. Sentence construction and writing at length has shown to be the key area for development.	Continual opportunities to write independently with clear feedback and areas for improvement. A supported and modelled scheme of writing to be implemented so children know what successful writing looks like. Lesson observations, book scrutiny and pupil/staff discussions will continually evaluate how well we are monitoring and adapting to the writing needs of the school	All staff	Termly
Total budgeted cost:					£0
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?
To identify any gaps and or misconceptions in reading comprehension and understanding.	For targeted interventions to take place and the gap to be narrowed and children in line with their peers.	<ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools Support from the above documents and also past experience that tailored interventions that are regular and short in delivery support children to catch up quickly.	Templates for interventions were distributed to all staff so that all evidence can be recorded, updated and evaluated regularly. Interventions are monitored continually and small targets are set and updated. Individual pupil records are kept to provide a record and to evidence progress.	All teachers	At the end of each term officially but also ongoing

To identify any gaps and or misconceptions in Maths learning	For targeted interventions to take place and the gap to be narrowed and children in line with their peers.	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools <p>Support from the above documents and also past experience that tailored interventions that are regular and short in delivery support children to catch up quickly.</p>	<p>Templates for interventions were distributed to all staff so that all evidence can be recorded, updated and evaluated regularly.</p> <p>Interventions are monitored continually and small targets are set and updated.</p> <p>Individual pupil records are kept to provide a record and to evidence progress.</p>	All teachers	At the end of each term officially but also ongoing
Total budgeted cost:					£6000
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 support those showing concerning levels of anxiety/worry/depression	To identify any child or family that has been directly impacted by the pandemic and needs emotional support	To provide advice and support for those most at need and suffering with anxiety and or depression.	Evaluate continually what we are offering. Asking for feedback on what we have offered so far. Research ongoing for further courses to support	All staff in school	Weekly and as the need arises
Total budgeted cost:					£800

ADDITIONAL INFORMATION

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Money has been specifically assigned to pay for additional hours for teaching interventions in the form of both teachers and teaching assistants.

We have also purchased a resource called Boxall which is an online platform which helps us to identify key emotional triggers/problems and how best to support individual children to deal with their anxieties.

We have trained staff members in bereavement support, lego therapy and draw and talk sessions using Covid Catch up money

Pupil progress meetings and internal data reflect that progress has been to support narrowing the gap in particular subject areas. Families and children who have had emotional difficulties report that the sessions they receive has helped to ensure their child has a voice, feels valued and knows where to seek advice if needed.