



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	93		
Total catch-up premium budget:	£2000		

STRATEGY STATEMENT

Upon returning to school in September, we identified the need to carry out baseline assessments in reading, writing and maths. Key priority areas were identified for each phase of the school and a catch up programme was implemented to address the priorities. These were:

- To raise the attainment of all pupils to close the gap created by COVID – 19 school closures.
- To raise confidence, self- esteem and resilience of pupils created by COVID-19 school closures:
- To reduce the attainment gap between identified children and their peers.

Groups of pupils have targeted support delivered through small group intervention and 1:1 consolidation sessions, this was developed following guidance from EEF. Children identified by staff who require additional mental health and wellbeing support are referred to our school counsellor for emotional support and intervention. Additional teaching assistant support was put in place in the foundation stage to help with social and emotional skills, communication and interaction and supporting children within a classroom setting.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

Some pupils not working at age related levels in numeracy and have gaps in learning due to school closure

Some pupils not working at age related levels in literacy, including speech and language and have gaps in learning due to school closure

Increased social and emotional anxiety with identified children

Decreased resilience and behaviours for learning such as organisation and commitment.

External barriers:

Access to resources such as books and life experiences, reduced social interaction and structures enabling good learning.

Lack of regular routines such as home schooling work, reading, spelling, and being prepared for school.

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?
Baseline Assessments carried out.	Identified starting points for class teaching – whole class areas of focus identified Gaps in learning identified Target groups of pupils identified	Professional knowledge of school staff on the curriculum and programmes of work. DFE catch up premium guidance EEF COVID-19 support guide for school.	Teachers and teaching assistants who know the children to carry out assessments.	Class teachers	Autumn Half Term

Increased teaching assistant support in foundation (1x additional)	Support social and emotional development and readiness for school.	Professional knowledge of Early Years Experiences. EFF research - making effective use of teaching assistants.	Feedback from phase leader at SLT meetings	KS	Termly
Total budgeted cost:					£1,000

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?
Identification of children requiring additional mental health and wellbeing support identified.	Children needing additional support identified and support in place	Professional knowledge of staff and school counsellor. Professional advice from outside agencies – Early Help hub	Feedback from NH, teaching assistants, pupils and parents	NH	End of block of sessions.
Weekly intervention catch up sessions running across year groups. Maths sessions Reading sessions Phonics and writing.	Targeted children will make progress and narrow the gap between them and their peer group	EFF research Professional knowledge of teaching and learning pedagogy	End of term assessments will reflect progress	Teachers and TAs	Termly
				Total budgeted cost:	£1000
				Total budgeted cost:	£2000

ADDITIONAL INFORMATION

Internal Assessments used for Baseline:

Maths: CanDoMaths Remember Its and End of Term Assessment

Reading: PM Benchmark for Reading, Phonics Assessment (Foundation and KS1) HFW and Key Words assessment (Foundation and KS1)

Writing: Extended writing – assessed using school writing assessment grids.

Emotional and Wellbeing: Boxall assessment PP Provision Maps