

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	108
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7272 (10% kept by ATT)

STRATEGY STATEMENT

The overall aims of our catch-up premium strategy is:

- 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

We are doing this by:

- All children were assessed on return to school in September.
- After school interventions called 'Biscuit Boosters' were planned to cover reading, maths and SPAG.
- Teacher assessment at the end of the half term and new intervention programme planned for second half term.
- SAT and NTS tests completed at the end of Nov/beginning of Dec will allow us to plan intervention for January onwards.
- Two children have had Educational Psychologist assessments and will also be in the intervention schedule.
- Two children have been referred for dyslexia assessments.

Barriers to learning

- Gaps in attainment identified in teacher assessments and tests.
- Assessments from EP and dyslexic team to provide strategies for intervention
- Lack of work completed during lockdown and still closing those gaps in learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Year 3 are currently a concern due to low levels of English and maths.
B	No school hall so PE skills sometimes lower than they could be.
C	No library, which is hindering our BEAR project as the books have been spread around school, rather than providing access and choice in one place.
D	Not all pupil premium children are making the progress we expect to see.

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Parents not technologically advanced or lack of technology at home.
E	Parents' own literacy and numeracy therefore being unable to support well from home.
F	

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?
Following the Recovery Curriculum document to ensure the children are closing gaps and emotionally well.	Children will be happy in school and will achieve well, closing any gaps that have been identified.	Using EEF's COVID-19 support guide for schools to inform the writing of the Recovery Curriculum	I have checked that each class has been following the guidance.	EOw	Reviewed last half term
Providing after school intervention for any child who needs it to help close their gaps in knowledge and skills.	Children will be working at ARE	EEF's COVID-19 support guide for schools Teacher assessments and testing.	Ongoing assessments to look at progress made Members of staff specifically chosen to lead various interventions.	EOw/ARi	Ongoing
Improving the teaching of computing curriculum by purchasing ipads.	Children will use ipads in a variety of lessons to improve computing skills and research opportunities in other lessons.	Part of the National Curriculum	ICT lead will train staff on using these within their lessons.	VSI	At the end of each term.

Total budgeted cost:					£400 for resources for after school interventions. £2195 approx for ipads
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 purchase Nessy for children who we have assessed as needing this intervention.	The children identified will increase their English skills and close gaps in their learning	We have used Nessy in the past and seen the progress made by children with similar attainment as the ones currently identified.	I will monitor the introduction of the intervention and will use a Ta who is confident with using a laptop and leading an intervention.	EOw JSt	8 weeks after the intervention has started
To employ a TA for targeted support for those still struggling to make progress.	A TA will provided targeted support to help children close the gaps in their learning	Making the Best Use of Teaching assistants by EEF. Research has shown that TAs make a positive impact on a child's learning if they use scripted intervention materials.	Teacher will assess and look for progress in work in class.	ARi	Ongoing
Total budgeted cost:					£81 for Nessy £4,000 for TA

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?
Total budgeted cost:					£6,676