

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	76
Total catch-up premium budget:	£1866 per term

STRATEGY STATEMENT

The overall aims of our catch up premium strategy are to:

- Raise the attainment of all pupils to close the gap created by covid-19 school closures
- Provide emotional support for all children who need it as a result of covid-19

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Resilience for writing
B	Fluency and problem solving in math
C	Gaps in general learning from school closures, especially where children did not engage in home learning during lockdown

ADDITIONAL BARRIERS

External barriers:

D	Attendance of children/staff due to ongoing impact of covid-19
E	Lack of access to technology
F	Access to reading materials outside of school
G	Increase in those entitled to 'pupil premium'

Planned expenditure for current academic year

	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?
Quality first teaching	To quickly identify gaps in learning and address them	Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.	<p>Ongoing through learning walks and monitoring activities.</p> <p>CPD opportunities will ensure staff have developing skills to support children.</p> <p>Additional resources purchased where needed to support QFT</p> <p>Timetabled opportunities KS1 have phonics and reading daily and 2 'catch up' sessions KS2 have reading sessions and language sessions daily and 2 catch up sessions</p> <p>Additional time in timetable to address whole class misconceptions/gaps. Identified through formative assessment</p>	All process reviewed half termly

			methods and marking systems	
Targeted support	To close specific gaps for children which have arisen due to school closure or ongoing school absence as a result of covid-19.	EEF research shows that small group (less than 6/7 children) has a positive impact on outcomes for children. Younger children will have shorter sessions https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	Activities led by appropriately qualified staff. Monitored by class teachers. CPD opportunities will ensure staff have developing skills to support children.	Learning outcomes are tracked and reviewed as an ongoing process by the class teacher. Interventions reviewed every 6 weeks.
One to one	To close specific gaps for children which have arisen due to school closure or ongoing school absence as a result of covid-19.	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.	This is a system of 'mop up' that has been used for a few years in school and outcomes shows it is effective in ensuring short term absence does not impact on outcomes for a child.	Ongoing monitoring by class teacher. Part of 6 week review
Social and emotional learning	Children to be secure in their self-belief and relationships	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom;	Incidents tracked on cpoms system.	6 week review of cpoms log of incidents, discussions with and class teacher.

		<p>more specialised programmes which are targeted at students with particular social or emotional needs; and</p> <p>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p>		
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ADDITIONAL INFORMATION

The following additional information has been used to support the sections above:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies