

COVID-19 Catch-up Premium Report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	206	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,480		

STRATEGY STATEMENT
<p>Our plan is based on The Education Endowment Foundation recommendations to help pupils 'catch up' following the disruption caused by the Covid19 Pandemic.</p> <p>Quality of teaching for all</p> <ul style="list-style-type: none">• High quality teaching is the most important lever schools have to improve outcomes for their pupils.• Pupil assessment and feedback - Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19 <p>Targeted Support</p> <ul style="list-style-type: none">• Intervention programmes - In order to support pupils who have fallen behind structured interventions, delivered one to one or in small groups will to be necessary <p>Other Approaches</p> <ul style="list-style-type: none">• Pupils will need support to transition back to school, including supporting their emotional health and well being.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT							
Academic barriers							
A	<p>Teachers need to address both the missed learning over the last year whilst ensuring that the new learning is being introduced and building on past experiences and learning.</p> <p>Easter Data 2021 – Number of pupils making negative progress</p> <table> <tr> <td>Reading</td> <td>42 Pupils</td> </tr> <tr> <td>Writing</td> <td>36 Pupils</td> </tr> <tr> <td>Numeracy</td> <td>54 Pupils</td> </tr> </table> <p>Data also identified Maths progress was negative – 0.3 for the whole school.</p>	Reading	42 Pupils	Writing	36 Pupils	Numeracy	54 Pupils
Reading	42 Pupils						
Writing	36 Pupils						
Numeracy	54 Pupils						
B	Staff will need to further develop their understanding of children’s mental health needs.						
C	Further refinement and development of home school learning was completed in the second lockdown in order to improve access to learning (including access to technology) and consistency between classes.						
ADDITIONAL BARRIERS							
External barriers:							
D	For many different reasons some children did not fully access the on line learning and it is evident that there are gaps in their learning and progress made.						
E	Missed learning for some children whilst absent from school has impacted their progress.						
F	The mental health and well-being of some children has impacted their on-line engagement and progress.						

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?
New Tracking System INSIGHT to be used by all staff.	Pupils that require "Catch-up" will be accurately identified and tracked to ensure progress is made.	The manual tracking system was unable to quickly identify groups and gaps in learning that can then be planned for.	Staff training in the tracking system Pupil progress meetings will be held termly. Catch-up groups/individuals will be identified and planned for.	Head Deputy	Termly
Whole school training using White Rose Maths	Staff will have a good working knowledge of how to plan using White Rose Maths and meet the needs of all the pupils (including SEN) to ensure positive progress is made.	Maths has been identified as a priority based on the whole school Easter 2021 Data.	Teacher's plans will reflect the curriculum content to be covered and include interventions/group work/tasks and activities to close gaps in learning and consolidate key skills.	Head Deputy/SENCO	Termly
Total budgeted 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?
To plan and monitor support for targeted groups and individuals in the core subjects.	The identified pupils will make positive progress.	Pupils that have made 1 or 2 levels of negative progress will require group or individual support in order to reduce the gaps in their learning.	Intervention plans and timetables will be created monitored.	Head Deputy	Weekly/Termly
To provide individual intervention programmes.	Pupils will have access to personalised individual intervention programmes Eg Sound Foundations – reading and Spelling Programmes Nessy Reading IDL Numeracy/Literacy	Some pupils will require 1 to 1 intervention in order to close the gaps in their learning and ensure progress is made.	Timetables and progress within the intervention programmes will be monitored.	Head Deputy/SENCO	Half Termly
Total budgeted cost:					£1600

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?
<p>Learning Mentor will complete training provided by Lancashire Emotional Health In School and Colleges LEHSC on Anxiety and Practical management Strategies</p> <p>Staff to also access LEHSC training Communicating with children who are distressed, angry or anxious</p>	<p>Staff will have a greater understanding and knowledge of how to support pupils that are anxious/emotional wellbeing difficulties.</p>	<p>The amount of time pupils have spent out of school has impacted their mental health.</p>	<p>Monitor Teacher/Pupil feedback Monitor CPOMs</p>	<p>Head Learning Mentor SENCO</p>	<p>Monthly</p>

<p>To develop outdoor/creative play and learning – The OPAL Primary Programme</p> <p>Outdoor Play and Learning</p>	<p>Children will have more opportunities to learn and be outside (including identified pupils with emotion well-being difficulties)</p> <p>Pupils will have greater fun and choice at playtimes.</p>	<p>It is well documented that positive emotional well-being are linked to</p> <p>Connecting... spending time with friends and family.</p> <p>Being active... Taking regular exercise.</p> <p>Taking notice... Encouraging an awareness of their environment and feelings.</p> <p>Keep learning... Keeping children's world as large as possible, encouraging their natural curiosity.</p> <p>Creativity and play... Encouraging children's imagination and creativity as they grow</p>	<p>Whole School Staff training and an appointed member of staff to manage and plan the programme.</p>	<p>Head</p>	<p>Termly</p>
Total budgeted cost:					

ADDITIONAL INFORMATION

Education Endowment Foundation THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING:A TIERED APPROACH TO 2021

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

Top tips for children and young people mental health -Taken from our Peer Education Project

<https://www.mentalhealth.org.uk/blog/childrens-mental-health-awareness-week-2021-express-yourself>