

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	422	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,760	School Investment in Catch-up	£103,500

STRATEGY STATEMENT

Include a brief overview of your catch-up premium strategy. For example:

- To ensure that the school is clear on the impact that the National Lockdown has had on all pupils, groups of pupils and the school community.
- To use quality first teaching strategies as this is the greatest lever to improve outcomes for children in our school.
- **Extend the period of time that children are in school to allow for additional teaching, learning, socialising and mental health support.**
- To reduce the attainment gap between our disadvantaged and SEND children and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Key focus areas

A	Achievement focus due to time out of school due to lockdowns meaning fewer children may reach age-related expectations for their year groups
B	Increased opportunities for visits, trips, visitors and experiences to positively impact on cultural capital and further develop children's wider development across the curriculum
C	Increased access and time spent on specific skills and knowledge within the curriculum
D	Focus on development of early language and literacy
E	Ensure all children have access to devices at home to engage in high quality remote elearning
F	Support pupils who may struggle to settle back into school and class routines and may have a limited concentration due to lack of structured learning experiences since school closures
G	Re-engage the school community into a collaborative approach to support children's learning and wellbeing
H	Ensure support in place for the mental health of our children and their families
I	Continue to respond to the ongoing situation in a pragmatic way and clearly communicate the school's response to COVID-19 to continue to ensure confidence from our community

Planned expenditure for current academic year

Wellbeing					
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 ensure as much of the school day for the children is as normal as possible.	Children are happy and achieving	<ul style="list-style-type: none"> Children enjoy and thrive in the 'normality' of the school day 	<ul style="list-style-type: none"> All actions taken will take into account the impact on children's well-being 	AC/JP	Every time guidance changes
Ensure a wide ranging and balanced curriculum is a high priority	Children are happy and achieving	<ul style="list-style-type: none"> Children's enjoyment and achievement at school is increased if they have access to a wide ranging curriculum 	<ul style="list-style-type: none"> All actions taken will take into account the impact on the wider curriculum 	AC HW/SH	Every time guidance changes
PHSE takes a high priority within the curriculum	Children are supported to manage concerns, issues and anxiety re return to school and wider issues	<ul style="list-style-type: none"> Children's enjoyment and achievement at school is increased through a flexible approach to PHSE 	<ul style="list-style-type: none"> Specific unit re well-being produce by Inclusion Team Flexible approach to teaching of PHSE across the school 	Inclusion Team	Every two weeks at Vulnerable Pupils Team meeting
Additional Learning Mentor capacity in place	Increased capacity to support needs of the pupils	<ul style="list-style-type: none"> Increase in number of children showing symptoms of anxiety, particularly at home during LD3 	<ul style="list-style-type: none"> Referral process in place with Inclusion Team prioritizing support 	Inclusion Team £4000	Termly
Employ a Family Support Worker	Increased capacity to support needs of the pupils and their families	<ul style="list-style-type: none"> Increase in number of parents showing higher levels of stress during and post- LD3 	<ul style="list-style-type: none"> Post is filled, Job Description in place Referral process in place with Inclusion Team prioritizing support 	Inclusion Team £4000	Termly
Ensuring bespoke mental health support for our most vulnerable children and for	Employing a counsellor for half a day a week to support our most	<ul style="list-style-type: none"> Numerous lockdowns have had a disproportionately negative effect on some of our children 	Referral process in place with Inclusion Team prioritizing support	Inclusion Team £5000	September 2022/April 2023

parents	vulnerable children	<ul style="list-style-type: none"> and families. Families have approached the school for counselling and mental health support 			
Total budgeted cost:					£13,000
Curriculum					
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?
Pupil Progress Meetings in place	Individual, cohort and whole school themes identified and addressed	<ul style="list-style-type: none"> PPM's have worked successfully in the past to address individual, cohort and whole school issues Regular review with class teachers ensures a high priority is given to identified areas 	<p>Introduced Covid pupil progress meetings in April 2021, every three weeks, between the Deputy Headteacher and class teacher to identify and plan on an individual, class, year group and whole school level.</p> <p>Additional TA's employed to support learning in classrooms</p>	<p>JP</p> <p>£10,000</p>	At leadership team meetings
Extending the children's time in school to make up for lost learning and lost social experiences	Children receive extra time in school to engage in different activities with the teachers and peers	<ul style="list-style-type: none"> Surveys showed that children just "missed school." Being with their peers and school staff and missing out on the interactions and learning that takes place when onsite Additional time allows the whole curriculum to be taught, key skills retrieval practice sessions to be put in place and full break times / lunchtimes etc 	<p>All year (2020/21) Monday to Friday – school day starts at 8.30am (15minutes earlier than usual) and finishes at 3.30pm (10 minutes longer than usual)</p> <p>Two terms – Tuesday, Wednesday and Thursday school day extended to 3.50pm (30 minutes longer than usual)</p> <p>School week – 3.05minutes longer than usual.</p>	<p>AC</p> <p>£49000</p>	July 2021
Identify what has been taught via Continuation of	Re-planning and updating of curriculum	<ul style="list-style-type: none"> Both the current and future year groups need to be aware of 	Use the updated planning for 2020/21 from the first day of school in	English /	Termly

Learning (COL) at home, at school and what has not been taught	by each year group	what has been taught, when and where.	September to ensure we were addressing the known gaps Quickly identified other gaps in learning across all classes in maths and English through formative and summative assessment	Maths / Curr Teams	
Ensure as many wider curriculum opportunities are in place	Develop children's experiences and cultural capital	<ul style="list-style-type: none"> Children have missed out on events and experiences, both at home and at school. 	Additional activities are in place, above those normally taking place.	AC £5000	Termly
Access to high quality CPD for all staff within the school	All staff have access to high quality CPD - this access can be remote and can be undertaken from home, within school and flexibly.	<ul style="list-style-type: none"> EEF research 	All staff have access to the National College webinars, courses and quick guides. The school will use a balance of whole school CPD and self-selected CPD to ensure we are collaboratively developing our teaching skills.	AC £1000	June 2022
Engaging in the National Tutoring Program for Mathematics	Identified children make progress against their age-related objectives within mathematics	<ul style="list-style-type: none"> Initial assessments highlighted specific gaps in mathematics for identified children Identified children, including all Pupil Premium, children offered tutoring Where there are barriers to tutoring at home, offered in school 	Weekly monitoring of attendance Offered XX, taking part XX	AC £6000	Sep 2021 and Ongoing
Speech and Language	Employing a speech and language therapist for a day a week to provide bespoke support for identified children	<ul style="list-style-type: none"> Collaboration with our nurseries and assessing the needs of our own children through staff feedback has highlighted a growing need for additional S+L support following two extended periods of home learning 	SALT to work alongside Kingslea staff to train up our own staff to support children with S&L SALT led target setting, report summaries and ongoing professional support for staff throughout the week.	Inclusion Team £6000	September 2022/April 2023
Total budgeted cost:					£77,000

Other					
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?
Ensure that the school is as Covid safe as possible	As few cohorts as possible having to isolate, outside of national lockdowns	Children not being in school is detrimental to their education	<ul style="list-style-type: none"> Enhanced PPE and First Aid - £700 Marquee for outdoor learning - £1800 Enhanced cleaning £2500 Cleaning staff £500 	AC £5500	Sep 2021
Continuation of Learning in place for individual and whole cohort isolation, if needed	Teachers and children can swiftly return to online learning via the website (individual isolation) or teams (cohort isolation)	Children not being in school or being provided with poor quality online learning resources is detrimental to their education	Continuation of Learning plans in place All teachers trained to use of Microsoft Teams	JP	
Ensure that our outstanding home-learning is accessible to all children.	Children have a device at home that allows them to access the home-learning on Teams sites	<ul style="list-style-type: none"> Get Help With Technology - DfE Parents contact school if no/limited access to a device accessibility or internet access 	Every child in the school has a device at home to enable them to access the internet and also produce their Microsoft Teams online. 30 chrome books bought Chromebooks allocated by DfE 1 Wi-Fi 4G routers bought	AC,EL £8000	Sep 2021 and ongoing
					Sep 2022
Total budgeted cost:					£13,500