



COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	228 209-from GAG
Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£15,048 Forecast so far 13773

STRATEGY STATEMENT

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

- Our catch up priorities are:
 - To improve speech and language in EYFS given low starting points
 - To improve the attainment in KS1 phonics and early reading from their in year starting points
 - To fill gaps in learning for all pupils through rigorous assessment and intervention for identified subject areas
 - To increase the reading attainment of identified KS1 and KS2 pupils
 - To improve the online provision for blended learning so that better access improves take up and prevents further gaps in learning
 - To support and maintain the positive mental health, behavior and wellbeing of all children
- The core approaches you are implementing and how these will contribute to helping pupils catch up on missed learning
Our main approaches are:
 - To access the FFT tutor strategy to employ a teacher specifically to do reading interventions. This programme will target 40 children over 6 weeks supporting all areas of reading and allowing them to make up to 3 months progress in 6 weeks thus closing the gap.
 - We will buy and maintain subscriptions for Nessy; Doodle Maths and English. These programmes will become integrated into our school day so that when blended learning is activated, the children will understand how to access and use the programmes to their advantage. All of these programmes are reactive to the child's ability. This means that a child can access them independently of the adult and the programme will adjust. In addition, class teachers can set either whole class, individual or group activities to target specific gaps in learning.
 - We will also need to buy additional IT hardware and accessories to support the use of these programmes in the academy – such as headsets and iPads/tablets
 - We are looking at our pastoral mentor running additional sessions with pupils requiring intervention – in order to do so we need additional hours for staff to work with 1:1 children.
 - Additional staffing hours to run 1:1 and small group interventions for S&L and identified subject intervention
- The overall aims of your catch-up premium strategy are:
 - 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
 - To reduce the impact of COVID closure and mental health, behaviour and wellbeing

Barriers to learning

You could use the following data sources to help identify barriers to attainment:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	<i>Children entering Nursery are working well below the national standard for reading, writing, speaking and Listening, including a high proportion of children Speech Language and Communication issues.</i>
B	<i>Low levels of language acquisition upon entry to reception based upon low starting point in nursery – gap not closed due to 1 term missed due to COVID19. Including a high proportion of children Speech Language and Communication issues.</i>
C	<i>Curriculum Content gaps as a result of Covid19 – with a specific focus on Reading, Writing, Maths</i>
ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	<i>Access to our blended learning offer – high priority as a result of lower than expected Attendance and higher levels of PA.</i>

E	Low socio-economic demographic – leading to enhanced social emotional, mental health and behavioral barriers upon return from lockdown.
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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?

Support QFT through smaller class sizes having additional staff to support in class. SLT to lead PPA cover ensuring the highest quality teaching	Children continue to make progress at an expected rate whether at home or school Children close gaps in learning caused by first national lockdown	https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT Monitor the progress of the children through the use of recording lessons and embedding a coaching model	SLT	Half Termly
Total budgeted cost:					£6902
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?

Targeted reading intervention form the FFT I online with the national tutoring programme. 40 to benefit from small group and one to one tutoring for a 6 week block.	Children will have made 3 months progress in 6 weeks in line with their starting points. Allowing them to catch up with lost learning.	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	Measure the impact of data from start and end points Review the process with the FFT tutor and monitor provision	SK	At the end of the 6 week block
Targeted interventions in EYFS/KS1 – led by SLT/ML and S&L specialists	Children will make accelerated progress in identified areas, thus closing the gap established as a result of lockdown and ongoing sporadic isolation periods	https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	The SLT will oversee the process and interventions will be tracked on provision mapper	CC	Half Termly
Total budgeted cost:					£802
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>D. Support QFT with the platforms which make the transition between school and home learning fluid so that home learning is easy for the children to access and purposeful in its provision</p> <p>Nessy Mathletics Doodle</p> <p>iPads</p>	Children continue to make progress at an expected rate whether at home or school	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf</p>	<p>Monitor QFT – continue to support pedagogy with CPD which drives improvement in QFT</p> <p>Monitor the progress of the children through the digital platforms and review how the platforms are used.</p>	AQ -ICT CW – Attendance	Every Half term

<p>D. Expand the website so that all learning is accessible to via one main platform. This will be used for all home learning and will support independence for learners to access the material.</p>	<p>Home learning is easily accessed</p> <p>Rates of engagement improve</p> <p>Progress continues during periods of blended learning</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium?region=uk#use-of-funds</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf</p>	<p>Review engagement after a 'bubble' lockdown</p>	<p>Class teachers</p> <p>CW – Attendance</p>	<p>After bubble closures</p>
<p>Train deputy behavior lead to run pastoral behavior Interventions</p> <p>Increase pastoral interventions for KS2 pupils identified as struggling with social emotional/mental health or behavior</p>	<p>Children are supported to maintain positive mental health</p> <p>Good mental health supports the metacognition pupils make rapid progress</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>Pupil progress meetings</p> <p>Review of mental health interventions</p> <p>Boxall Profiles</p>	<p>MW + AH</p>	<p>Half Termly</p>
<p>Total budgeted cost:</p>					<p>£6,069</p>

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- We use FFT (Fischer Family Trust) as our internal recording and reporting software. As a provider of educational expertise in data and interventions, we are also accessing the FFT tutor programme as our national tutor programme.
- We have sourced much of our research from the (EEF Education Endowment Foundation). This is a highly recognised, unbiased provider of research-based solutions and recommendations. Our strategy has been formulated using their recommended tiered approach. We have reflected on the research and reviewed the provision and need within the academy.
- Please see a link to our recent Ofsted report : <https://reports.ofsted.gov.uk/provider/21/144499>
- Attendance data is monitored carefully for persistent absenteeism. There can be several reasons for this, but they include poor mental health. We work closely with the parents through our Home School attendance officer and pastoral lead, in order to support them getting their child to the academy.