



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	198	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15, 840		

STRATEGY STATEMENT

Our school priorities for use of catch-up premium are:

- Problem-solving and reasoning in Mathematics
- Reading fluency and comprehension
- Developing and using writing skills across the curriculum

The core approaches we are implementing are:

- Investment in IT to support learning at home and school
- 1-1 and small group tuition in the spring and summer term for those children who, despite quality first teaching, are still falling behind
- Training and coaching for staff to support the development of effective subject leadership

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

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Slow and delayed progress in developing basic skills in literacy & numeracy
B	Gaps in learning and understanding
C	Emotional health and wellbeing impacting on concentration span

ADDITIONAL BARRIERS

External barriers:

D	Home learning environment
E	Limited parental support
F	Limited resources to support learning

Planned expenditure for current academic year

Quality of teaching for all

<u>Action</u>	<u>Intended outcome and success criteria</u>	<u>What's the evidence and rationale for this choice?</u>	<u>How will you make sure it's implemented well?</u>	<u>Staff lead</u>	<u>When will you review this?</u>
Additional & upgraded IT resources	Additional resources have had a significant impact on closing gaps in learning	<u>EEF's COVID-19 support guide for schools</u>	Support & advice from IT experts	K.Lawton	July 2021
Additional resources to support the teaching of reading	Additional reading resources will support progress in developing fluency and comprehension skills	<u>EEF reading support guides for KS1 & 2</u>	SLT expertise & experience in teaching reading. Assessing the impact on progress in reading as measured by termly assessment	SLT – D.Johnson L.Nellist	Termly assessment & Pupil Progress meetings
Total budgeted cost:					£7000

Targeted support					
<u>Action</u>	<u>Intended outcome and success criteria</u>	<u>What's the evidence and rationale for this choice?</u>	<u>How will you make sure it's implemented well?</u>	<u>Staff lead</u>	<u>When will you review this?</u>
Targeted additional ATA classroom support	Individual support for those children identified as having largest gaps in learning	<u>EEF's COVID-19 support guide for schools</u>	Support will be based on rigorous assessment of need. Impact will be assessed as part of the Pupil Progress reviews	SLT: D.Johnson L.Nellist	As part of termly Pupil Progress reviews
Total budgeted cost:					£8000
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?
Training and coaching for staff to support the development of effective subject leadership	Increasing the effectiveness of the teaching of core and foundation subjects. This will be evidenced through the assessment of teaching and learning	EEF teaching & learning toolkits	Monitoring the effectiveness of training by SLT. Assessing the impact through monitoring of teaching & learning, and progress made by children	SLT: D.Johnson L.Nellist	May 2021: Pupil assessments & Performance Management of teachers
Total budgeted cost:					£840

ADDITIONAL INFORMATION

- Internal audit of IT hardware identified additional requirements. This was further supported by consultation with parents, specifically highlighting the need for laptops to be used by parents in delivering remote online learning
- Review of support needs for individuals and groups following pupil progress reviews highlighted the need for additional support capacity
- Audit of pupil reading materials highlighted the need for additional resources to fill gaps at specific levels
- Staff subject leader capacity reviewed. Need for staff training identified due to lack of experience in this area.