



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	167	Amount of catch-up premium received per pupil:	£74.25
Total catch-up premium budget:	£12,400		

STRATEGY STATEMENT
<p>Our key priorities are to support all children close the gap from where they are currently working, to where they could be working. We aim to:</p> <ul style="list-style-type: none">• To reduce the attainment gap between disadvantaged pupils and their peers,• To raise the attainment of all pupils due to the COVID-19 school closures <p>Before the January 2021 lockdown, our strategy plan was to implement small group tuition before school for different groups of pupils, however since the second national lockdown our plans have evolved. We have decided to invest in software that will support and boost all pupils during remote and face to face learning. In addition we will be using the funding to provide one to one or small group tuition focusing on basic gaps in pupils knowledge for our most disadvantaged. These children are identified by their attainment level, their Free School Meal status, their access and engagement to remote learning and other specific circumstances.</p>



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Education Endowment Foundation (EEF) stated in January 2021 evidence: "that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning."
B	EEF also states: "In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils."
C	Teacher training has been reduced and in addition, staff have been focusing more on developing technology skills over past 12 months rather than on pedagogy

ADDITIONAL BARRIERS

External barriers:

D	Lack of devices, wifi and equipment
E	Home circumstances such as overcrowding, inadequate or shared work spaces
F	Attendance for remote learning, live lessons and handing in work
G	Pupil's mental health - some children are not managing well with remote/screen learning
H	Staff mental health - some staff are not managing well with remote learning, lack of team spirit in schools due to forced isolation within Bubbles



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?
Staff training on high quality teaching across the Trust	Increase staff knowledge of good practice and the theories behind it.	The EEF Guide to Supporting School Planning: A Tiered Approach to 2021 tells us to tackle teaching first.	Use evidence based theories, evaluations from staff to increase benefits/outcomes. Ask staff to follow-up on suggested strategies and bring to the next session.	Mrs Aharon, Mrs Leggett and Mrs Goodwin	Throughout the academic year
Support for early career teachers across Trust	Early career teachers gain in confidence with delivering a high quality curriculum	"Alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students." EEF 2021	Plan in advance sessions in conjunction with the leader - use evidence based research to support the sessions, refer to examples and theories behind them. Activities for staff to complete.	tbc	After each session and at end of the programme
Total budgeted cost:					£570
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?
Small group or one to one tuition	Specific focus on basic concepts and gaps in learning	"Tuition is likely to be a particularly effective catch up approach. The EEF estimates that the average impact of one-to-one tuition is five	Specific plan for the sessions with desired outcomes and monitoring of these.	Mrs Aharon	After first 5 weeks (and throughout the 5 weeks too)



		additional months' progress" (EEF, 2020b).			
Small group or one to one tuition	Specific focus on basic concepts and gaps in learning	The EEF estimated three months' progress with tuition delivered by university students	Specific plan for the sessions with desired outcomes and monitoring of these.	Mrs Aharon	After first 5 weeks (and throughout the 5 weeks too)
Total budgeted cost:					£10,930
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?
School reading software - Bug Club	Access for all to a range of books Identify gaps in children's reading abilities	Children now all have access to devices from home. No one is at a disadvantage. Children need to be motivated and encouraged to read a range of books that interest them. We know this from experience.	Presentation to SLT, Lead staff member trained and leading training for all staff. Weekly competitions. Feedback from staff and lead teacher. Assigned time for children to complete initial comprehension assessment.	Mrs Leggett	Monthly
Total budgeted cost:					£900