



## COVID Catch-Up Premium Report 2020-2021

### SUMMARY INFORMATION

Pupil Numbers	Per Pupil Rate	Provisional Allocation academic year 2020 to 2021	Autumn 2020 Payment	Cost to 1/4/21
617	£80	£49,360	£12,340	£26,230.60

### STRATEGY STATEMENT

Covid-19 has impacted on all our lives. We need to be mindful that many pupils have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. The children received home schooling and the school provided lessons through email and uploaded tasks each day, we used Timestables Rockstars, Readwriter as additional resource as well as Oak National Academy videos. However, it is important to remember that children, will not have received the same quality of education, consistently and as thoroughly as they would have had they been in school and taught by their teachers.

From March to June 8<sup>th</sup>, school was open to key worker and vulnerable children only and for this period 17.5% of the school population attended. When, Reception, Year 1 and Year 6 pupils were invited back from 8<sup>th</sup> June, we had the following attendance:  
Nursery = 59% Reception = 68% Year 1 = 57% Year 6 = 67%

The reopening began with two phases:

Phase 1 – 1st June onwards – extension of vulnerable group

Phase 2 – 8<sup>th</sup> June (Current attendees plus Nursery, Reception, Year 1 and Year 6)

#### **Overall aims of our catch-up premium strategy:**

- 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 ensure pupils who have missed school due to bubble closures are given additional support to enable catch up.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Financial restrictions due to family circumstances provide barrier to children accessing online learning/resources
B	SEMH issues and anxieties of pupils including COVID
C	External influences on pupil progress and attainment, parents ability to support pupils at home

## ADDITIONAL BARRIERS

### External barriers:

D	Hard to reach families, child protection issues
E	Family break ups
F	SEMH issues of parents/family members
G	Children and parents with COVID or long term COVID unable to fully engage

## Planned Expenditure for Current Academic Year 2020-2021

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?
Funding allocated to ensure increased SEMH support.	To enable all identified children to access SEMH support as and when appropriate through SEMH team.	More pupils identified as requiring SEMH support.	<p>Meetings with SMT and Family support worker (Vulnerable Core Group).</p> <p>Year group Pupil Progress Termly meeting update to SMT</p> <p>All staff use My Concern to flag vulnerable children</p> <p>Targeted pupils reduced incidents of poor behavior and positive impact upon attainment. (Boxhall profile)</p> <p>Support from CEPS and SIASS Helen Worrall.</p>	HT, DHT and family support worker	Termly
To have a school consultant to guide and support intervention targets for identified pupils.	Work with consultant leading in Inclusion	Increase in children needing intervention strategies to enable them to access the curriculum.	Termly meetings with Julie Showell and school Inclusion Manager. Impact reviewed at SMT meetings. Pupil attainment monitored through NTS tests and tracking.	Inclusion manager, HT, DHT and family support worker.	Termly
Pupils working remotely have access to quality provision and access to teachers	To ensure quality remote learning provision for all	Due to lockdown and isolations of bubbles, pupils are entitled to quality home learning resources. Class Dojo and Teams.	Appointment of Remote Learning Lead, HT, Year Leads and DHTs monitor and review weekly.	HT DHTs LMT	Weekly
Total budgeted cost:					£4216.00

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?
Purchase Shine Resource	Children identified who are falling behind and obtaining additional support via interventions	To identify pupils in need of catch up and tailor individual support	Termly pupil progress meetings to monitor the impact of teaching intervention programmes. School tracking and NTS test reports in Mark.	HT, DHT, Inclusion manager. Year leads, class teachers and TA's	Termly
Total budgeted cost:					£400 additional to cost of NTS tests

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?
Cost of additional support staff to enable classes can remain as one bubble	To ensure classes are safe and to minimise disruption caused by bubble closures	<p>With the increase in Covid cases we needed to ensure that classes became individual bubbles rather than phase or year group bubbles.</p> <ul style="list-style-type: none"> <li>• Reception- Full Year closure x1</li> <li>• Year 1 – full year closure x1</li> <li>• Year 2- full year closure x2</li> <li>• Year 3D closure X3</li> <li>• Year 3S closure x2</li> <li>• Darby's closure (multiple year groups) and wraparound X2</li> <li>• Year 6P closure x1</li> <li>• Year 4P closure x1</li> <li>• Whole school full closure 5 days (14.12.20-18.12.20)</li> </ul>	<p>Existing TA's allocated a class and gaps in additional support identified. New support roles created and staff deployed.</p> <p>2 Sports Coaches to ensure less cross over of staff</p> <p>Additional Forest School Leader x 1 week Year 5 October HT to December 1st</p>	HT, DHT, Business manager	Termly

Total budgeted cost:	£17,758.06 (cost to 1/4/21)
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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?
Catch up of identified pupils through interventions	Targeted interventions for small groups or one to one support (including social skills)	Individual pupil's needs identified in pupil progress meetings. TLSA's professional development needs met to better support pupils. Whole school data , NTS tests and data analysis has identified those who require catch up	Termly pupil progress meetings to monitor the impact of teaching intervention programmes. Tracking and NTS tests to measure progress and attainment.	HT, DHT, Business manager	Termly
Total budgeted cost:				£17,758.06 (cost to 1/4/21)	
(Not additional cost, staffing costs in previous target)					

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 purchase additional book titles to supplement existing resource	To enable pupils at KS2 access to quality texts	Texts purchased to support reading curriculum. Following lockdown more books identified to enable full coverage.	Reading lead, DHT to monitor. Termly pupil progress meetings, tracking and NTS tests.	Reading lead, and Year leads	Termly

<p>To subscribe to ebook library to continue to provide pupils working remotely access to quality texts, including phase appropriate phonic books for early readers</p>	<p>All pupils have access to quality, reading age appropriate texts from home</p>	<p>We want children at home to continue to be supported in their reading journey and believe access to quality texts that they are familiar with from school will support them.</p>	<p>Remote Learning Lead investigate and subscribed to Collins ebook library. Teachers have asked for evidence of reading to be uploaded to pupils Dojo accounts and a reading record maintain at home. Daily 'live' phonics lessons in EYFS and KS1 support development too.</p>	<p>Remote Learning Lead DHTs LMT</p>	<p>Weekly.</p>
<p>Total budgeted cost:</p>					<p>£2064.35</p>