



COVID-19 catch-up premium report – 2020/21



SUMMARY INFORMATION

Total number of pupils:	472 (Including 52 in Nursery)
Total catch-up premium budget:	£16,200 received in total, £2906 spent in 20/21 meaning £13,294 is being carried over to 2021/22

Our Motto, 'Dream, Believe, achieve', provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

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

- 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-related school closures

The core approaches we're implementing and how these will contribute to helping pupils catch up on missed learning:

Mental health and wellbeing

Supporting the mental health and wellbeing of all pupils by introducing the Zones of Emotional Regulation for all classes

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality group tuition as a catch up strategy. Tuition delivered in small groups is likely to have a big impact. Our small group additional intervention sessions run by a teaching assistant who is known to the children to help close the gaps for children who need additional support after COVID.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of English and maths. Due to the challenges of home learning during lockdown and bubble closures, children have not made the progress expected over this time. This can be seen in internal school data.
B	Greater need for emotional and mental health work in the timetable to ensure that children are ready to learn. Staff need training, support and time in timetables to support children fully with this

ADDITIONAL BARRIERS

External barriers:

D	Food Poverty – Over lockdown, families reported to us with problems over food poverty through regular surveys. We have worked closely with these families to support them with food bank referrals and support over home basics e.g. beds, white goods, Christmas presents etc
E	Lower than usual attendance – Since lockdown our attendance has dropped by up to 4% on our usual rate of over 97%. Caused by a number of factors e.g. lack of support to bring the children to school during periods of family isolation, parent anxiety over COVID, lack of structure since COVID
F	Family support due to family mental health needs – Our family support team have worked with hugely rising numbers of families who have identified themselves as needing help for mental health needs in our parental surveys. This may lead to early help work, in school support for children or signposting parents to support agencies.

Planned expenditure

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?
<p><u>Mental Health and Wellbeing</u></p> <p>Training and implementing Zones of emotional regulation for all classes</p>	<p>Pupils are able to talk about and share their feelings, understanding them better and being able to deal with them so that they can be ready for learning.</p>	<p>into the timetable for all pupils.</p> <p>Evidence from the EEF report on improving behavior in schools recommends:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use classroom management strategies to support good classroom behaviour • Use simple approaches as part of your regular routine <p>All of these are involved in the chosen approaches.</p> <p>(no additional cost)</p>	<p>These sessions are timetabled into the school day and can be delivered by all teachers and learning support assistants.</p> <p>They will be monitored and supported by the SENDCo</p>	<p>Deborah Cheetham</p>	<p>Termly review through staff voice</p>

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?
Support identified pupils to catch-up with lost learning from COVID lockdowns using small group support for reading and maths with a TA known to the students with a focus on after school support for Year 5 and 6.	Gaps will be closed and their learning will be on track for end of year expectations	Small group support has been identified by the EEF as an effective strategy to close gaps for lost learning due to COVID.	Timetables for delivering the interventions Registers to be kept	Karen Livesey	Pupil progress for these pupils will be reviewed termly £2906 spent
				Total budgeted cost:	£2906 spent