

# COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

## SUMMARY INFORMATION

Total number of pupils:	945	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£75,600		

## STRATEGY STATEMENT

Our overall aim of our catch-up strategy is to raise the attainment of all pupils and close the gaps created by COVID-19 school closures.

### School Catch Up Priorities

1. Well-being and mental health
2. Reading: Phonics, fluency and comprehension
3. Maths: Arithmetic and number skills
4. Writing: Sentence structure and composition
5. Maintaining a broad and balanced curriculum

### Core Approach to catch-up

- In school intervention
- After school intervention
- Remote weekend tuition
- Saturday school
- NTP tutors
- Adjusted curriculum timetable

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## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Staff to develop a greater understanding of children's mental health needs based on adverse impact of Covid-19
B	Accurate assessment, identification of gaps and monitoring
C	Transition across key stages and approaches to teaching

### ADDITIONAL BARRIERS

#### External barriers:

D	Lack of home devices to support remote learning
E	Lack of parental engagement and ability to support children in their academic progress

## 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?
A. Staff to receive CPD on the Jigsaw PSHE scheme and individual journals.	Awareness and early identification of mental health needs. Regular PSHE lessons take place weekly.	Children's mental health is paramount. Staff are aware of this but need support in identifying mental health issues early so that we can address issue within the curriculum and direct children to our school based counselors. Young Minds Survey January 21 <a href="https://youngminds.org.uk/about-us/reports/coronavirus-impact-on-young-people-with-mental-health-needs/#covid-19-january-2021-survey">https://youngminds.org.uk/about-us/reports/coronavirus-impact-on-young-people-with-mental-health-needs/#covid-19-january-2021-survey</a>	Buy Jigsaw Staff training timetabled Staff inset day SLT monitoring schedule Pupil conferencing Weekly safeguarding meetings Communication with parents.	DHT	Jan 21 July 21
B. Assessment and gap analysis for all children in reading, writing and maths.	Identified gaps are closed. Children are ready to transition to the next year group. Clear curriculum targets and coverage set for transition.	High quality teaching in the classroom every day is essential to help children make good progress. It's key that we accurately assess children on their return to school in a manner that causes no further anxiety. Clear gaps must be identified in the curriculum and addressed in class with bi-weekly reviews to assess progress. Teachers need to deliver these aspects through an agile and enquiry based approach to embed learning. <a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a>	Staff training on expectations for teaching, learning and assessment. SLT to support assessment – teacher and test. Monitoring: books, tracking, pupil progress meetings, pupil conferencing, planning and observations.	SLT CTs	Oct 20 Dec 20 April 21 July 21

B. Review the weekly timetable to meet the primary needs of the children.	Gaps closed in Reading. Children read regularly and across the curriculum.	Reading is the key to all aspects of the curriculum and is a vital life skill. Children must develop a love for reading and the reading skills and behaviours that will allow access to all other areas. <a href="https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf">https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf</a>	SLT design weekly timetables for additional reading opportunities. Review impact of actions and change as required. Reopen the reading corners and open up school libraries. Create a reading café. Open up opportunities for reading with the school dogs. Buy story sacks and train parents on how to use these.	SLT YGL	Dec 20 April 21 July 21
B. Review the wider curriculum and ensure gaps are identified and actioned	Knowledge and skill gaps are closed and the curriculum remains broad and ambitious.	Although educational time must be given to support areas of greatest need, such as reading, we must ensure that the curriculum remains broad and that children have the opportunity to close gaps in their knowledge and skills in all areas.	Year group leaders and middle leaders work with SLT to evaluate the gaps in the wider curriculum (skills and knowledge). Pacing sheet meetings between YGL and SLT to ensure coverage of key areas within the skills and knowledge. Monitoring: books, lessons observations, planning, pupil conferencing	SLT Middle leaders YGL	Dec 20 April 21 July 21
C. Adapt the classroom and curriculum to meet the needs of the children	Curriculum gaps are closed. Pedagogy changes to meet the needs of learners.	Children have missed a significant amount of school experience and learning. Due to this, teachers must implement a revised curriculum and consider the organisation of the classroom and teaching methods to address the children's lost learning and stage of development.	SLT, external consultants and ML to strategically plan what key areas of the curriculum need to be covered and how to put this into practice Monitoring: classroom environment, planning, books, pupil progress meetings		Oct 20 Dec 20 Feb 21 April 21

C. Create a working party to improve transition and curriculum for Y6-Y7.	Successful transition to Y7. Revised Y7 curriculum.	<p>This year we must ensure that there is improved transition between year 6 and year 7 and that the year 7 curriculum is adapted to support the needs of the children due to Covid lockdowns.</p> <p><a href="#">Read the report: 'Moving up: Secondary school transition processes during the COVID-19 pandemic'</a>  <a href="#">Moving Up: optimising secondary school transition processes during the COVID-19 pandemic</a></p>	<p>Work with the other primaries and secondary within the trust to create the working party to address improved transition.</p> <p>Create a transition action plan.</p> <p>Ensure transition happens for a longer period of time.</p> <p>Work with the HHA (Secondary) on identifying the needs of the Y6 children coming into Y7 and review the Y7 curriculum.</p> <p>Invite Year 7 staff in to school to work alongside year six staff.</p> <p>SEND and safeguarding teams to work together to plan and deliver bespoke transition for key SEND and vulnerable children.</p>	Transition leads across the trust	<p>Jan 21 April 21 June 21 July 21 Sept 21</p>
Total budgeted cost:					£6500
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?
A. Increase the number of Play therapist.	More targeted children have regular contact with a play therapist. Improved mental health and well-being.	<p>Children have returned with heightened anxiety and difficult home situation throughout lockdown. It's vital that we address their mental health in order for children to be ready to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>Continual raised awareness of mental health for staff and children.</p> <p>Increase the number of sessions offered by our existing play therapists.</p> <p>Monitor the impact of the play therapist session through pupil conferencing and speaking to parents.</p> <p>Direct children to CAHMS where appropriate.</p>	HT SENDCo	<p>Jan 21 July 21</p>

A. Introduce the role of a learning mentor	Targeted children's needs are met as they have someone to talk to	<p>Introduction of a learning mentor is key to address children's behavior and behavior for learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf</a></p>	<p>Work with a local school who has already effectively established a learning mentor.</p> <p>Learning mentor to attend appropriate training.</p> <p>Learning mentor to work with outside agencies.</p> <p>Ensure the learning mentor has a safe, consistent space.</p>	HT Learning Mentor-GD	Dec 20 April 21 July 21
B. Small group interventions to close the reading gap.	Children's gaps close within reading.	<p>Reading interventions are key to help pupils access all areas of the curriculum.</p> <p>The use of structured interventions with lesson plans and resources ensures that TA's deliver high quality lesson and link to the classroom teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p>	<p>Identify children for additional reading intervention in school and after school.</p> <p>Buy additional resources, e.g. Project X CODE.</p> <p>Training for staff delivering the interventions.</p> <p>Careful tracking at the start middle and end of the intervention to monitor impact and progress.</p> <p>Monitoring: obs, professional discussions, pupil conferencing, data.</p>	SENDCo External consultant	Dec 20 April 21 July 21
B. Tuition sessions for children	Children make accelerated progress in maths. Gaps are closed.	<p>Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining and from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p>	<p>Explore high quality tutoring companies to deliver in school NTP programme for maths support.</p> <p>Observe the tutors before the start.</p> <p>Identify the right children for the tuition.</p> <p>Have regular feedback with the tutoring agency.</p> <p>Monitor the quality and track progress.</p> <p>Class teachers (optional) to deliver weekend remote maths lessons for targeted children in their class.</p>	Ass HT Yr 5 DHT	Dec 20 April 21 July 21

A/B Run a 2 week summer school	Close the gaps for Y4/5 and disadvantaged pupils.  Support children's well-being	To help make up for lost learning time due to the pandemic we will open the school in the summer for two additional weeks. We will run a summer camp which offers children additional, fun learning opportunities and games and activities to improve their health and well-being. This will be targeted at the most disadvantaged and those who need time to catch-up.	Target children in year 4 and 5. Ensure disadvantaged and SEND children attend. Organise two programs- one based on academic improvement and the other on health and well-being. Arrange staffing and catering for breakfast and lunch. Tracking based on gaps identified in school. Pre and post quiz to assess impact.	HT Ass.HT	July 21
Total budgeted cost:					86,000

#### ADDITIONAL INFORMATION

##### Costings

Learning Mentor £25,000

Additional Play Therapist £15,600

Resources £6,500

Tutoring £17,212

Summer School £28,500