

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	240	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£19200		

## STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. (DfE)

The school will be using the funding to implement a catch-up programme for pupils who have not been able to develop and embed the basic skills they need to make progress as they go through school. The overall aim of this funding is to reduce the gap between our disadvantaged pupils and their peers and to raise the attainment of all pupils closing the gap created by COVID – 19 school closure.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Pupils in Reception and Key Stage 1 have fallen behind with learning of phonics and early reading and with developing their core and gross motor skills to give them the physical strength to sit for learning and to write with ease.
B	Pupils across the school have fallen behind and now have gaps in core curriculum subjects e.g reading, writing and maths. Some have not embedded the basic skills they need to develop and build on their learning.
C	The mental health needs of some pupils have risen as a result of the pandemic and many pupils have lost their independence, resilience and no longer have a growth mindset attitude

## Planned expenditure for current academic year

Quality First 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	Cost Implication	When will you review this?
Employ an LSA to work with children 1:1 or in small groups or to cover for the teacher to allow for her to run targeted interventions	<p>Pupils targeted, become more proficient readers, writers and mathematicians.</p> <p>Pupils in Year 1 developed their core and gross motor skills to enable them to write and sit for learning.</p> <p>Pupils in year 1 &amp; 2 pass the phonics screening check to ensure they have the basic phonics they need to make them confident readers and writers.</p> <p>Accelerated progress in the areas where gaps have been identified.</p> <p>Build pupils confidence and growth- mindset so they have a can-do attitude.</p>	<p>Evidence indicates that small group and 1:1 intervention can be powerful tools for supporting pupils.</p> <p>Quality first teaching should reduce the need for extra support, but it is likely that some pupils will require high quality structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p>	<p>Monitoring of quality of the interventions.</p> <p>Record of attainment and progress from the interventions being run.</p>	Y Zinger & C Field	£170000	Termly at pupil progress meetings

<p>Purchase a subscription of 'Touch, Type, Read and Spell'</p>	<p>Raise standards of reading and writing for pupils working below year group expectations in year 2 – 4 whilst teaching pupils how to touch-type.</p>	<p>Growing up a digital world, typing fluently will be a key skill. We have found that writing stamina has been greatly impacted due to COVID. Developing these skills whilst raising standards in reading and spelling will give pupils the confidence they need to make progress.</p>	<p>This programme is web based and it is easy to see when the pupil is accessing the programme. Pupils will stay after school once a week and will also complete once a week in core skills. Children can also have access at home to complete regularly.</p>	<p>Y Zinger C Field</p>	<p>£1500 + £300 for headphones</p>	<p>Termly</p>
<p>Purchase curriculum resources and materials that support pupils to get "back on track". These include the Herts For Learning Back on Track Maths and Maths fluency programme.</p>	<p>Attainment outcomes at end of 2020-21 for all year groups will be at least in line or above with those at the point of lockdown in March 20. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.</p>	<p>Teachers need some tools to support them with ideas and materials that will help them with their quality first teaching and support pupils to catch up and make progress.</p>	<p>Review of planning, lesson monitoring. Pupils progress meetings</p>	<p>C Field N Wilson I Levy</p>	<p>£400</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£19200</p>	