COVID-19 catch-up premium

SUMMARY INFORMATION			
Total number of pupils:	204[1]	Amount of catch-up premium received per pupil:	204
Total catch-up premium budget:	£48,960[2]		

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[1] 2020 October census
[2] The rate for special pupils is £240 per pupil

RATIONALE

Remote Education

The DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

Supporting effective remote learning will mitigate the extent to which the gap widens. Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.

Whole School Support

Investment in ICT

To ensure access to appropriate ICT tools to enhance learning and provide the ability to use ICT effectively both and in outside of school

Improved access to assessment and therapy intervention

To ensure that pupils can be consistently assessed for developmental gaps. There is a need for focused activities and strategies to be identified and implemented. Pupils will benefit from improved access to wider and in-depth assessments.

Targeted Support

Interventions to support individuals, small groups or whole years dependent on identified needs.

We have set out how the additional funding is allocated to support curriculum recovery.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, they are 'behind.' Recall of basic skills has suffered – some children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.
B	Children have lost some fluency in their writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Work will also need to be done on spelling, grammar and handwriting.
C	Children accessed reading during lockdown more than any other area. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and need more regular opportunities to practise and develop their literacy skills.
D	Some younger pupils have displayed a lower ability to be able to speak and listen effectively due to time spent at home that would otherwise have been spent in school. This is due, in no small part, to a lack of social interaction. The range of speech for some pupils has been limited.

ADDITIONAL BARRIERS	
External barriers:	
E	Lack of resilience/social, emotional and mental health issues/attachment issues experienced by some children
F	Lack of access to wider social and physical activities experienced by some children

Bamburgh Spend 2020/2021

Chosen approach	Intended outcome	Staff lead	Review date	Cost	Impact (once reviewed)
Increase the access to ICT devices across all pupils. Ensure the quality of ICT provision supports remote learning where needed. Purchasing additional Chromebooks. Purchasing webcams for teacher devices.	All pupils have access to technology in school and remotely. Chromebooks are supported and maintained. Support for staff and pupils is available in-house. Classroom staff have the ability to conduct lessons and meetings remotely, using cameras with their school devices.	P Nord	Spring 2022	£7,103	
Provide in-house training to support staff to deliver remote learning. Provide online sessions for individuals and small groups.	Staff are able to deliver lessons and resources whilst pupils and/or staff are accessing remotely. Set up Google Classrooms. Deliver lessons using Google Classroom. Staff are upskilled in the use of the technology to support remote learning.	K Nichol	Spring 2022	£3,500	

Chosen approach	Intended outcome	Staff lead	Review date	Cost	Impact (once reviewed)
Investment in formal Therapy assessments	Improved access to wider and in-depth therapy assessments. Purchase of assessment tool for Occupational Therapist, Assessments to inform sessions with pupils.	D Carr	Spring 2022	£1,762	
Consolidating Literacy development using Lexia, MyON and Nessy reading and spelling programme.	Improved writing ability and pupil motivation to write and read. To enable pupils to access Lexia in class, each pupil will be given a headset. This will also support hygiene measures. Use of Nessy intervention where appropriate.	C Bingham K Nichol	Spring 2022	£5,247.50 £2,433.29 £120	
To support the development of speech, language and communication in younger pupils	Implement the BLAST programme to develop listening and speaking skills.	P Baxendale		£430	
Consolidating mathematical skills using TenTown, 10ticks, TT Rockstars & Dynamo	Improved recall of key number facts, times tables and calculation strategies.	J Cooling	Spring 2022	£2,749	

Chosen approach	Intended outcome	Staff lead	Review date	Cost	Impact (once reviewed)
To identify lost and missed learning using data from Bamburgh's assessment tool (BPM) and evidence learning for individual pupils.	Assessment tool built to enable staff to record learning and developmental skills for individual pupils. To consolidate evidence of learning with the use of Evidence for Learning tool. Attendance of NASEN training re: supporting return to school.	J Whittle-Richens K Nichol	Spring 2022	£8,560	
Support and encouragement to re-engage with in-school learning. Provide counselling for pupils and support to parents where pupils experience increased anxiety. Encourage attendance - reward pupils for termly attendance	Attendance is increased and anxious pupils attend more regularly. Parents actively encourage children to attend.	C Chamberlain N Lascelles	Spring 2022	Time (ongoing) £200	

Chosen approach	Intended outcome	Staff lead	Review date	Cost	Impact (once reviewed)
To provide fluid and current information to stakeholders regarding Covid-19 via online tools	Quick and clear communication with parents, pupils and staff where changes occur and guidance is updated. Using online tools available where possible. Letters home relating to closures and isolation. Sharing of information on school website. Access to Parentub increased to include all members of the Senior Team and Administration Team. Text message bundles purchased. Set up a Facebook page and updates as needed. Postage of learning materials where online access is unavailable.	C Chamberlain L Roeves	Spring 2022	£812 Time £177	
Mental health and wellbeing of all stakeholders is a priority. Additional telephone calls to home during periods of absence and school closure. Enable staff to conduct meetings remotely.	Parents feel supported with homeschooling. Issues with assigned work and/or technology are addressed quickly. Staff provide a point of contact for families to share concerns. Staff are able to alert school managers of any concerns quickly. Staff have a webcam for use with their school device.		Spring 2022	£1,000	

Chosen approach	Intended outcome	Staff lead	Review date	Cost	Impact (once reviewed)
Provide individual stationery packs to secondary pupils to alleviate issues and anxiety around covid-secure resources	Stationery packs prepared for pupils. Packs containing pens, pencils, erasers and rulers as well as individual whiteboards and pens.	D Patterson	Spring 2022	£505	
To provide assurance for stakeholders and mitigate risks, additional onsite cleaning will help support covid-secure site. Signage to ensure social distance rules are clear.	To support staff anxiety around increased cleaning Signage/posters displayed regarding social distancing.	P Nord	Spring 2022	£5,290 £300	
Facilitate in-school social activities. Encourage participation in whole school activities such as the summer festival.	To support whole-school activities that enable all pupils to experience whole-school activities. Purchase equipment to enable whole school outdoor festival.	P Nord	Spring 2022	£1,116	
		Total budgeted cost:		£41,304.79	