



# COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	179	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£14,320.00		

## STRATEGY STATEMENT

The Biddick Way 'Stay safe, show respect and achieve' provides the framework for education in our school.

"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 Education Endowment Fund recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged" (Covid19 Support Guide for Schools June 2020).

### Aims

That pupils make at least typical progress across academic year 2021-2022 and are accelerated to achieve age related expectations

Mental health needs of pupils that have arisen as the result of the pandemic are met and supported by the school.

To narrow any attainment gap between the disadvantaged group and all children in reading, writing and maths at the end of the academic year 2021 -2022

To minimise the potential of interrupted attendance having a disproportionate impact on disadvantaged pupils.

### Spending

Fund additional support staff to develop the outcomes of children identified as benefiting from catch up in their learning.

Purchase curriculum resources and materials that support pupils to get back on track. Resources will include Sounds-Write phonics books.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor communication and language skills on entry to nursery.
B	Gaps in phonics teaching. Consonant digraphs and adjacent consonants in YR and the consolidation of skills. 14 units of the extended code (Y1) including alternative spellings of mainly vowel sounds and the introduction of polysyllabic words and the consolidation of skills. (Cohorts 19/20)
C	Lack of crucial conceptual knowledge and understanding in maths.
ADDITIONAL BARRIERS	
External barriers:	
D	Improving overall attendance and reducing persistent absenteeism.
E	To promote high levels of self-esteem and resilience
F	To ensure increased parental engagement with learning.

## 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?
Responsive curriculum planned for English and Maths for each year group	<p>Analysis of individual assessment data. Book scrutiny will show gaps filled and progress being made.</p> <p>At least 75% of each class are working at ARE by the end of the summer term <b>(Assessment based on objectives taught)</b></p>	<p>High quality assessment is essential to great teaching, helping teachers to understand what has and has not been learned. Targeted diagnostic assessments can support teachers to monitor progress particularly as they maintain classroom routines and recover any learning lost.</p> <p><i>The EFF guide to supporting school planning: A tiered approach</i></p>	<p>Monitoring evidences that objectives are identified as taught/ not fully embedded or not taught and a responsive curriculum in place SIA discussions.</p>	<p>J Storey</p> <p>F Frazer</p>	<p>Termly assessment s/pupil progress discussions.</p>
Whole school CPD with a focus on Sounds Write. Phonics practice session and maths teaching for mastery.	<p>Highly skilled staff lead individual and group intervention to support phonics and maths.</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p>	<p>There is a consistent approach in teaching and learning across school.</p> <p>Phonics Practice sessions monitoring reports.</p>	<p>SLT</p>	<p>Summer 2021</p>

Total budgeted cost:					£5000 - resources
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?
Access to the Nuffield Early Language Intervention	An additional 3 months+ plus progress in oral language for those involved in the programme.	EEF have found that the NELI improves oral language and early literacy.	Programme leads report to SLT	EYFS Lead	On completion of programme
Additional staff/tutors to deliver quality phonics and maths interventions	Accelerated progress of those identified as falling behind.	EEF states that 1-1 and small group support is an effective strategy planned over an agreed set number of hours.	Timetabled planned intervention and post teach phonics lessons. White rose national tutoring programme where necessary.	Class teachers	Half termly/end of intervention block.
Total budgeted cost:					£8000
Other approaches					
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 ensure staff are equipped to support children with their mental health	High levels of wellbeing across the staff team ensure that there are consistent mindset messages “a can do approach” and praise of the learning process.	When their wellbeing is a priority staff feel better equipped to support the wellbeing of the children they work with and build trust and motivation, essential for a well functioning school. <i>Child outcomes Research Consortium</i>	Action points/discussions following questionnaire analysis.  The ethos of the school reflected in monitoring reports and reports from wellbeing link governor.	Personal development lead.  Wellbeing Governor.  Headteacher	At least annually following completion of questionnaire.
All pupils have access to home learning resources	All pupils will have uninterrupted access to the school curriculum accessible in hard copy or digitally during a lockdown or should they need to self isolate.	Requirement as per the DFE guidance.	Adherence to remote learning policies and procedures. All MTP have been adapted to ensure the curriculum is accessible remotely. Remote learning records.	Curriculum lead/Computing lead/Head Teacher	As per DFE /LA guidance
Relationships/attendance manager to liaise with parents around attendance and Covid anxieties.	That attendance levels do not fall below 96%	Helping pupils to reengage with school-feeling safe and ready to learn- will be at the forefront of leaders plans. Supporting families with sensitive communication with parents and carers will prove vital.  <i>EEF Supporting school planning :A Tiered Approach 2021</i>	Weekly attendance monitoring.  Covid call logs.  Parent feedback questionnaire  CPOM Logs	HT  Communications Officer.  Relationships and attendance manager	Half termly
Total budgeted cost:					1500
<b>TOTAL COVID CATCH UP SPEND</b>					<b>£14,500</b>

## ADDITIONAL INFORMATION

- Internal assessment and pupil progress minutes.
- Evidence from the EEF
- Results of staff and parent consultation.
- Analysis of attendance records
- Guidance from experts
- Case studies
- Questionnaire/staff wellbeing tool (Anna Freud National Centre for Children and Families)