

Covid Catch-up Premium Spending: Summary

Summary Information

Total number of pupils:	166	Amount of catch-up premium received per pupil:	£80 (plus additional SEND)
Total catch-up premium budget:	£ 11,120		

Strategy Statement

We have clearly defined aims for the use of funding:

- To ensure that all children have the resources available, and the personalised support, to make accelerated progress in the core areas of learning.

Barriers to Learning

Barriers to Future Attainment

Internal barriers:

A	Gaps in learning due to school closure – particularly times tables, phonics and basic number skills.
B	Emotional and attachment issues impacting on readiness to learn.
C	Ensuring that all children have the appropriate support required to meet their needs.

Additional Barriers

External barriers:

D	Lack of technology at home.
E	Opportunities to practice learning at home and to complete homework effectively and independently.

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?
Purchase the following online learning support programmes and implement them into the relevant key stages: Phonics Hero Spelling Shed	Gaps in learning will be minimised due the additional opportunities to practice basic English and Maths skills.	Children struggle to access complex activities at home, as the majority of children complete them independently. The children have discussed their difficulties with staff during a pupil voice activity. These activities can also be used in our 'Soft Start' approach to the day. They allow children to access learning and work on personalised targets in a child-friendly manner independently.	English and Maths lead will implement and monitor the activity use for all classes. Head of School to ensure that this takes place and that engagement of activities is fed back on a half termly basis.	SA SR	February 2021
<p>Impact: The most complex children have accessed additional phonics, spelling and early maths interventions through the use of these apps. Phonics results in Y1 showed a large increase in the number of children who passed the phonics screening check: March – 37% June – 63%</p> <p>Spelling Shed has allowed children to consolidate previous learning and fill gaps in their knowledge of spelling.</p>				Total Budgeted Cost	£500

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?
<p>Implement additional SALT sessions for targeted children.</p> <p>Purchase additional Educational Physiologist time to ensure that individuals receive the correct personalised support needed.</p> <p>Train and implement additional interventions to support children's emotional wellbeing.</p>	<p>All children have additional support to meet their area of need.</p>	<p>Large amount of children in Y1 and Y2 are on the SALT register, due to the lack of time to complete Wellcom and SALT interventions in the previous academic year, due to lockdown. Although opportunities for virtual SALT were offered during lockdown, none of our families engaged with this.</p>	<p>INCO to evaluate the impact of the SALT time. Monitor the progression and attainment of all children through half termly pupil progress meetings.</p>	<p>SA HMCG</p>	<p>Half termly</p>
	<p>All children have additional support to meet their area of need.</p>	<p>Since returning to school, certain children have displayed unusual, challenging behavior. After using many established strategies within school, we feel it is necessary to seek additional professional advice.</p>	<p>Once we have received consultation reports, the INCO will implement the advice.</p>	<p>SA HMCG</p>	<p>Half termly</p>
	<p>Children have the strategies to regulate themselves when feeling in a heightened state of anxiety.</p>	<p>Some children have returned to school displaying behaviours of emotional trauma. An increase in need for 1:1 support with behaviour and discussions with parents have evidenced that children are experiencing a heightened anxiety.</p>	<p>Observe and monitor the impact of the interventions that are delivered to support emotional wellbeing.</p>	<p>SA ER BW</p>	<p>Half Termly</p>

Total budgeted cost:					£3000
<p>Impact: 18 children have received personalised speech and language sessions in school on a weekly basis. 4 of these children have been discharged from the SALT register over the course of the year.</p> <p>Educational Psychologist time has been spent observing two children across school. Personalised strategies and advice has been implemented. The reports were submitted with additional funding applications and both have been successful.</p> <p>Since staff have received appropriate training, Mindfulness and Lego Therapy have been rolled out across the school. 14 children have accessed a series of Mindfulness sessions and 21 children have accessed Lego Therapy. Of the children who have accessed Mindfulness, 85% of the children have experienced a significant reduction in the amount of emotional outbursts that they experience. Parents and teaching staff have all reported on the children's ability to use appropriate strategies to help them regulate their emotions.</p>					
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?
Purchase a class set of electronic devices	All children can access learning at home, should a class have to self-isolate.	Lack of electronic devices at home. Homework issues and parent voice have informed us of this issue.	GM as Home Learning Lead will ensure that all children are engaging with learning at home. ER to support parents on a daily basis to ensure that home learning is taking place.	GM, SA ER, SA	Weekly
Total budgeted cost:					£7500
<p>Impact: All children were able to access remote learning from home during lockdown or periods of isolation.</p>					

Additional Information

Information used to support plan:

- SEND Register
- SALT Register
- Conversations with parents during lockdown and during periods of self-isolation
- Pupil Voice
- Covid-19 Baseline Assessment data
- Contextual information regarding all families' access to electronic devices.