

Coronavirus (COVID-19) Catch-up Premium



Our school will receive a catch up premium grant from the government in the academic year 2020-2021.

The government recognises that 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 are among those hardest hit. The impact of lost time in education is substantial and we need to ensure that children recover and get back on track.

Funding allocation

The school's allocation of funds for Covid Catch-up Premium is calculated on a per pupil basis, providing our school with a total of £80 for each pupil in Reception through to Year 4. Our allocation is £6,240.

Use of Funds

Teaching						
Identified pupil group	Pupil needs	How were pupils identified?	Chosen action/approach	Evidence and rationale	Expenditure	Desired outcome
All pupils	Quality First Teaching	Baseline assessments, knowledge of increased and prolonged disruption to schooling	High quality CPD aimed at supporting recovery curriculum. Teachers referred to EEF toolkit. Maths and English leads to complete Curriculum CPD with teachers as requested.	Prolonged time away from normal teaching routines. Flexibility in approaches needed in order to meet the needs of the children who may not be year group ready.	£200	Strong QFT to ensure pupils have the best chance of making up for lost time.
Children moving from Reception to Year 1	Collaborate with EYFS and Year 1 professionals to ensure that Year 1 children are able and ready to transition into Year 1. Stagger the intake to aid transition over the first term.	Baseline assessments, end of year assessments. Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum.	A continuum of Reception created for first half term with more formal learning being merged in for a strong transition. Resources and interventions to be used (TA cost)	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are	£200	Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning.

				not missed and misconceptions are identified and dealt with.		
Nursery and Reception Pupils	Additional support needed to improve expressive and receptive language skills.	Baseline assessments and observations S & L assessments.	Additional TA time to support individuals and small groups through Talk Boost Intervention.	Communication and language skills are an area of increasing concern amongst our pupil intake with an increased impact due to covid.	£400	Pupils leave early years with improved levels of communications skill and ability to access the curriculum are enhanced
Years 1-4	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Baseline assessments Autumn Term. Ongoing assessments Professional dialogue	English and Maths Lead given time to analyse curriculums and support staff with CPD needs.	Teachers need to be fully equipped to ensure QFT in every classroom	£200	All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children.

Targeted Academic Support						
Identified pupil group	Pupil needs	How were pupils identified?	Chosen action/approach	Evidence and rationale	Expenditure	Desired outcome
Year 2 who were not on track to pass phonics screening in	Additional phonics teaching and catch up.	Baseline assessments	Small group tuition	Pupils unable to complete Phonics screening. Gaps in	£100	Year 2 pupils making accelerated progress to develop and embed phonic

year 1	Target Extra Phonics teaching time			learning and lack of practice at home leading to pupils regressing in their phonic knowledge		knowledge and early reading skills
Reception target group	Additional support with basic number skills, phonics/early reading , fine and gross motor skills, social and emotional support.	Baseline assessments Ongoing assessments Nursery data from 2019-20	Small group work mostly with some one to one work where required.	Gaps in learning. Reluctance to engage in home learning.	£900	Reception pupils make accelerated progress in early child development skills.
Year 1 target group	Additional support with basic maths skills, phonics/early reading and writing words and simple sentences.	Baseline assessments Ongoing assessments Reception data from 2019-20	Small group work mostly with some one to one work where required.	Gaps in learning. Reluctance to engage in home learning.	£900	Year 1 pupils make accelerated progress to develop basic Maths and English skills.
Year 2 target group	Additional support with basic maths skills, reading and writing stamina.	Baseline assessments Ongoing assessments End of Year 1 data from 2019-20	Small group work mostly with some one to one work where required.	Gaps in learning. Reluctance to engage in home learning.	£900	Year 2 pupils make accelerated progress to develop basic Maths and English skills. End of KS1 data meets with the national average.
Year 3 target group	Additional support with basic maths skills, reading engagement and writing stamina.	Baseline assessments Ongoing assessments End of Year 2 data from 2019-20	Small group work mostly with some one to one work where required.	Gaps in learning. Reluctance to engage in home learning. Gaps in learning from KS1 to KS2.	£900	Year 3 pupils make accelerated progress to develop Maths and English skills.
Year 4 target group	Additional support with basic maths	Baseline assessments Ongoing assessments	Small group work mostly with some	Gaps in learning. Reluctance to engage	£900	Year 4 pupils make accelerated progress to

	skills, reading engagement and writing stamina.	End of Year 3 data from 2019-20	one to one work where required.	in home learning. Readiness for Middle school		develop Maths and English skills.
Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support through inclusive practice	By class teachers, teaching assistants, SENDCO and SLT	Small group/ 1:1 intervention by staff for targeted identified needs. ELSA resources to be used.	To ensure anxiety levels are low, pupils are confident and mentally ready to learn	£340	Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies

Wider Strategies						
Identified pupil group	Pupil needs	How were pupils identified?	Chosen action/approach	Evidence and rationale	Expenditure	Desired outcome
Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through pupil voice, parent concerns (CPOMS) and SLT	Individual intervention support from NCC and other agencies if required.	Some parents and carers reporting anxiety issues with regard to their child returning to school.	£100	Additional support available to break down anxiety and ensure pupil attendance
Disadvantaged Pupils who don't have resources/access to devices etc. for completing work from home if forced to self isolate or in the case of school closure.	Deprivation and financial difficulty. More family members needing access to a device and the internet.	SLT/Computing lead through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating Request for devices from DfE to support those families who require one.	Some families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take	£100	All pupils are able to access home learning if having to self-isolate and continued learning can take place.

				place.		
Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement.	Mental health and anxiety support	SLT through conversations and ongoing support	School have a mental health lead who supports staff and children. Staff trained in Friends Resilience and ELSA	Some individual cases of parents reporting anxiety issues.	£100	Additional support available to support anxiety in the school community and ensure pupil attendance.

Targeted Academic Support			
Implementation	Brief Outline/Rationale	£ Allocation	Projected impact by end of year
Targeted support through high quality one to one and small group teaching across EYFS, KSI and KS2	Focus on individuals and small groups who are struggling with basic skills particularly in English and Maths.	£5230 TA to support each class for half day per week. Class teachers to monitor and review.	Improved reading, writing and maths outcomes, particularly for those working towards age related expectations. Reduced gap in attainment
Support children in their mental Health and Wellbeing	Staff training in Emotional Literacy Support (ELSA) Time allocated to prepare resources and deliver sessions. Small group work to provide emotional, social and psychological support	£ 480 TA to deliver ELSA to small groups weekly.	The emotional, social and psychological needs of children will be supported and capacity for learning will improve. Improvement in self esteem and social and friendship skills.

<p>Provision of parent workshops to support Reading, Writing and Maths</p>	<p>Teaching staff to provide virtual workshops to support parents in how to support their child at home with Reading, Writing and Maths focussing on the End of Year Expectations</p>	<p>£50 for resources to be sent home to parents</p>	<p>Improved parental support Greater understanding of new approaches to Maths teaching. Increased uptake in home reading and homework.</p>
<p>Talk Boost for Nursery and Reception</p>	<p>Communication and language skills are an area of increasing concern amongst our pupil intake with an increased impact due to covid.</p>	<p>£480 TA to deliver sessions to EY children</p>	<p>Pupils leave early years with improved levels of communications skill and ability to access the curriculum are enhanced</p>