COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	520	Amount of catch-up premium received per pupil:	£80 per child
Total catch-up premium budget:	£41,600		

STRATEGY STATEMENT
‘No child will be disadvantaged or left behind as a result of the Covid-19 pandemic.’ This will be achieved by: Ensuring that home learning is effectively taught and well resourced. Ensuring that in school learning is staffed well to allow quality first teaching regardless of staffing levels. Ensuring that both academic and emotional support for our children are given equal credence. Ensuring that all interventions are well targeted, time limited and strategically planned. Ensuring that good practice learnt during lock down is continued in school. Ensuring that additional tuition is deployed both in school and beyond the school day. Ensuring that Bligh Primary school supports it’s community as a whole to build resilience.

Barriers to learning

The main barriers to learning exacerbated by significant missed learning have been identified by:

In school data (assessment) taken during Term 4.

Engagement data taken during Term 3.

Weekly pupil progress meetings.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy
B	Low levels of numeracy
C	Lack of educational structure and social development.

ADDITIONAL BARRIERS	
External barriers:	
D	Poor online engagement during lockdown (January-March 2021)
E	Parents unable to support home learning effectively.
F	Skewed parental expectation of their children's abilities.

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?
Quality first teaching in all classes at all times.	Despite any disruption or staff shortages, children still have a well qualified and able teacher.		Teachers will use the gap analysis from T4 assessment to use their resources (mainly additional adults) in a more effective way. This will be measured through low stakes testing.	HE	Every small term. (£1500.00)
Small teacher lead group work (from 8th March).	Building on the success of small group remote learning during lockdown, all children will gain access to	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group	Teachers will use the gap analysis from T4 assessment and lessons learnt from small group online learning to use their resources (mainly additional adults) in a more effective way.	AHT's ME-Yr5/6 ED- Yr3/4 MC- Yr 2	Easter April July

	small group work with their teachers.		This will be measured through low stakes testing.		(£8,000).
Ensuring that home learning is well resourced (from December 2020).	All children engaging in home learning have the equipment and technology to successfully engage in home learning.	Children need to have the correct equipment to engage successfully with their online learning.	All children will have the equipment required. This includes white boards, pens, books, folders etc.	SLT	March 2021 (£1560.31)
				Total budgeted cost:	£11,060.38)
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?
High quality, personalised intervention.	Children within any intervention or tutoring group make progress against their Term 4 assessment gaps.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group	Teachers will use the gap analysis from T4 assessment to use their resources (mainly additional adults) in a more effective way. This will be measured through low stakes testing.	HE	Every 6 weeks starting 8th March. (£10,000)
National Tutoring Programme	Use of the National Tutoring program	EFF research on 1:1 or small group tuition.	Teachers will use the gap analysis from T4 assessment to use their resources (mainly additional adults) in a more effective way. This will be measured through low stakes testing.		July 2021 Cost TBC.
Weekend tuition	Small group intervention for high needs children delivered by teaching	EFF research on 1:1 or small group tuition.	Teachers will use the gap analysis from T4 assessment to use their resources (mainly additional adults) in a more effective way.		July 2021 Cost TBC

	staff remotely over the weekends		This will be measured through low stakes testing.		
				Total budgeted cost:	TBC
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?
Community support	Supporting our community and parental engagement in learning following our 'Bligh Community' model.	Greater community engagement will have a positive impact on our children's learning. Lockdown has shown that some of our parents are not comfortable or secure in their own education and therefore reluctant or unable to help their own children	Parental engagement numbers and questionnaire feedback.	CM/SR	Dec 2021
				Total budgeted cost:	TBC

ADDITIONAL INFORMATION

We have found that there has been some excellent practice shown by our staff during the latest lock down (January- March). Our school strategy to limit the effects of Covid-19, will use some of parts of this practice to help children catch up. This strategy is mainly focussed around small group work lead by the classroom teacher. We will use outcome data from term 4 assessments to identify the areas of need across the school. We will not focus solely on FSM children but capture all of our children in our Covid catch up strategy.

We will also build on the the strengthening links within our community to further enhance our in school provision and expand our sphere of influence.