COVID-19 catch-up premium report- Infants 2021-22

COVID-19 catch-up premium spending: Summary

SUMMARY INFORMATION	
Total number of pupils in school:	270
Total catch-up premium budget:	£10,005

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 any future 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 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	Parents unable to support home learning effectively.
E	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 adult working with them		Teachers will use the gap analysis from T2 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. Significant TA reallocation to support. £25,000
Small teacher lead group work	Building on the success of small group remote learning during lockdown, targetted children will gain access to small group	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 T2 assessment and lessons learnt from small group online learning to use their resources (mainly additional adults) in a more effective way. This will be measured through low stakes testing.	AHT's SR- School Ready. MC- Reading Ready	Easter April July £10,000 Over staffing in Leaders

	work with their teachers.				
Ensuring that home learning is well resourced.	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 2022 TBC
				Total budgeted cost:	£35,000 (approx)
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 T2 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 TBC
1:3 tuition to link with our school led tutoring program	Using teachers for additional, out of school hours tuition following the same model as 1:3 program	EFF research on 1:1 or small group tuition. This will be 3:1	Teachers will use the gap analysis from T2 assessment to use their resources (mainly additional adults) in a more effective way. This will be measured entry and exit data.	5 staff (before and after school)	July 2022 5 packages of 15 hours. £4050
				Total budgeted cost:	£4050 (approx)
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 2022 £500.00
				Total budgeted cost:	£500.00 (approx)

ADDITIONAL INFORMATION

We have found that there has been some excellent practice shown by our staff during the various lock downs. 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 led by the classroom teacher. We will use outcome data from term 2 assessments to identify the areas of need across the school. We will focus on FSM children but also capture as many of our children as possible in our Covid catch up strategy.

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