



COVID catch-up premium report

COVID Catch-up Premium spending: summary

SUMMARY INFORMATION

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|--------------------------------|-------|------------------------------------------------|--------|
| Total number of pupils: | 121 | Amount of catch-up premium received per pupil: | £80.02 |
| Total catch-up premium budget: | £9683 | | |

STRATEGY STATEMENT

Following the lockdowns of 2020/2021 our key priorities for ensuring our children catch up are:

- Ensuring the mental health and well-being of our children is supported
- Addressing difficulties in spelling throughout the school
- Ensuring reluctant readers have engaging texts
- Using the Ready to Progress criterion to address any gaps in mathematical knowledge.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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|---|--------------------------------------------------------------------------------------------------------|
| A | Standards of Spelling and Grammar across the school; particularly as children begin the KS2 curriculum |
| B | Gaps in mathematical knowledge from lockdown and remote learning |
| C | Mental Health and behavior for learning |

ADDITIONAL BARRIERS

External barriers:

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|---|-------------------------------------|
| D | Mental health of parents and carers |
| E | Financial impact of Covid19 |
| F | Family members affected by Covid19 |

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? |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------|------------------------------------|
| Compass Buzz trained staff allocated specific time to address mental health, social and emotional issues | Children to feel secure and happy at school and home | Children's academic learning will be adversely affected by poor mental health. | Regular feedback from staff, children and parents. Careful records kept. | FLR/ST CT | Half termly or as and when needed. |
| Total budgeted cost: | | | | | 4890 |

Targeted support

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|---------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------|----------------|-------------|
| IDL cloud to be used to address gaps in spelling. | Children's spelling age to rise to at least match their chronological age | Identified gaps in spelling in written work and GAPs tests. | Monitoring of IDL cloud and children's progress | Class teachers | Half termly |
|---------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------|----------------|-------------|

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|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------|-----------------------------------------|
| Engaging resources for younger and reluctant readers – high interest low ability books and i-pads to access reading programmes | Children to read more frequently in and outside of school. | Identified lack of reading for some children; reluctant to read in class and receiving little support from home. | Assessment of children's reading frequency and skills. | FLR/BC | Constantly |
| Use of ready to progress criterion and planning. | Any gaps in mathematical knowledge identified from assessments to be addressed as quickly as possible. | Mathematics lost through lockdown and remote learning. PUMA analysis. | Regular monitoring of mathematics work and progress. | Class teachers | Half termly Consistently in lessons. |
| Total budgeted cost: | | | | | 4785 |

Additional Information

EEF Toolkit used to gauge positive impact in months progress

PIRA/PUMA/GAPS analysed using MARK

Pupil Progress meeting informed strategies over year.