

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total Catch up premium received :£33198

STRATEGY STATEMENT

The priority for our catch up spending is to look at the barriers and lost learning that have been created or increased in the children as a result of closures and home learning due to the Covid pandemic. Our home learning strategy has been welcomed by parents and has been accessed by many of our children, but it is no substitute for being in school, with their friends, in front of their teachers

We are using the EEF guidance and advice to fuel and flavour our thoughts and strategies when planning for use of the Covid Catch Up Premium. We will also consider our own knowledge of our children and our assessments once the children have come back to school.

Our aim is to identify where there is the most need and to use the money in targeted ways to decrease the disadvantage that the children have suffered as a result of their absence.

IDENTIFIED BARRIERS TO FUTURE ATTAINMENT

A	Speech and language confidence and fluency in our Foundation children due to lack of attendance at pre schools/nurseries and mixing with peers in the run up to starting school. Development is below where it should be.
B	Speech and language in specific older children who have not benefited from hearing and being able to model their speech on a wide range of role models whilst being isolated at home. Some have regressed in their development path.

Get the knowledge you need to act at thekeysupport.com/sl

> Logins for all your leaders, at no extra cost

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

C	Regression in writing skills with specific children. Physical writing was sporadically engaged with during lockdown and Covid absence, with some typing their home learning and others submitting the bare minimum whereas in school they would have been pushed to achieve more.
D	Regression in reading habits and depth of understanding. We saw a significant decrease in the amount of reading that was done at home. Many parents dropped this support for their children, focusing on delivering the set lessons instead. Many children also admitted to a decrease in motivation for recreational reading once 'school at home lessons' were done.
E	Breadth of learning and knowledge was noticed to have decreased in many children. Very few did the equivalent hours of home learning at home, and we did not set additional homework as we would normally do. Some practical subjects such as science were very challenging to match to school lessons in terms of depth and quality when setting home learning and hence their wider knowledge has diminished.

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 of new technology (£17186)	To enrich children's learning through widening access to research, discovery and knowledge to deliver deeper across the curriculum. To offer higher quality feedback via our Seesaw portal.	To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback (EEF) Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)	This will be monitored by SLT observations, through appraisal targets and via pupil interviews.	SLT	Ongoing through regular school monitoring

	To deliver extra support for children's literacy skills by using Clicker for specific children and small groups	Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. (EEF)	Following 'return to school' assessments, children identified as benefitting from Clicker will have access to this new technology. These children will be followed up in Raising Achievement Meetings	DK(Assessment and writing lead)	Every term via Raising Achievement Meetings
Total budgeted cost:					£17186 (inc £8221 from wider school budget)
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?
Purchase of private speech and language therapy sessions – Magic Words (£8700)	To repair lost language development from isolating at home and then accelerate development to catch up with their peers	Assessment of speech and language shows need. Intervention Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills (EEF)	HH will meet with the language therapist beforehand to support baselining of the children. HH will then monitor implementation via regular monitoring activity, and the inclusion of actions in SEND Support Plans	HH (Deputy Head/SENDCO)	Every term.

Established teacher to run literacy and numeracy interventions (£14344)	To catch up foundational reading, writing and maths skills that had decayed during covid absences, closing the gap to their peers.	<p>'Return to school' assessments have highlighted children who have decreased in ability and achievement.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery (EEF)</p>	<p>LB will liaise with the class teachers to ensure her interventions match the required skills needed in class. This will feed into Raising Achievement Meetings and LBs appraisal.</p> <p>Delivering of intervention will be monitored via regular SLT monitoring activities.</p>	LB (returning teacher)	Every term via Raising Achievement Meetings
Supporting language development in Foundation through the NELI programme (£1189)	To accelerate language development in specific children in Foundation	National programme identified as effective to develop language skills in young children. NELI standardised assessment	Staff time will be allocated to deliver NELI strategies via small groups all year. SLT will monitor effectiveness via regular monitoring activities	HH (Deputy Head/ Foundation Lead)	At the end of the year.
Total budgeted cost:					£24233