



## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	216	Amount of catch-up premium received per pupil:	£80.00 (Based on 205 pupils)
Total catch-up premium budget:	£16,400		

### STRATEGY STATEMENT

Aims of catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

### CONTEXT TO STRATEGY

- Approximately one third of our pupils did not engage fully with remote learning during the lockdown period
- September 2020 assessments show gaps in attainment compared to March 2020 (pre-lockdown)
- The gap for pupils receiving the PPG has increased more significantly than non-PPG
- Pupils working at Greater Depth in September 2020 has reduced compared to March 2020

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Poor attention and listening skills
B	Undiagnosed learning difficulties
C	Social and emotional difficulties
D	Low levels of expressive and receptive language
E	Low prior attainment of pupils

#### ADDITIONAL BARRIERS

#### External barriers:

A	Attendance
B	Low parental engagement – limited support with reading and homework, not attending parents evening, or other information sharing events
C	Tiredness and lack of routine
D	Complex family situations that impact on children's ability to engage and participate in the learning environment

## 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?
<p>All staff to receive ongoing CPD in relation to mental health.</p> <p>Jenny Moseley Circle Time</p>	<p>The profile of Circle Time is raised throughout school and lessons are taking place weekly to support the mental health and emotional social needs of our children.</p>	<p>Evidence from EEF on self-regulation strategies playing a part in pupils' positive engagement in their learning.</p>	<p>Staff and Pupil Questionnaires Monitoring Behaviour Logs Lesson observations</p>	<p>HG</p>	<p>March 2021 July 2021</p>
<p>All staff to receive CPD on building pupils' resilience and self-regulation.</p> <p>Young Minds/BLP</p>	<p>Across the school, pupils are equipped with strategies to manage their emotions when they faced with learning challenges and personal difficulties.</p>	<p>Evidence from EEF on self-regulation strategies playing a part in pupils' positive engagement in their learning.</p>	<p>Staff and Pupil Questionnaires Monitoring Behaviour Logs Lesson observations</p>	<p>HG</p>	<p>March 2021 July 2021</p>
Total budgeted cost:					£1500
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?

Catch up Tutors to be appointed from November 2020 until the end of academic year to work with identified pupils across KS1 and KS2	Identified pupils to make rapid progress so that the gap between them and their peers closes. Gaps in pupils' attainment created as a result of school closure are diminished.	Evidence from EEF and Sutton trust for teachers about effectiveness of 1:1 tuition data analysis	Intervention data analysis Discussion with teachers Work scrutiny	BM	February 2021 April 2021 May 2021 July 2021
Additional TA hours to be allocated to identified staff to facilitate reading intervention	Identified pupils to make rapid progress so that the gap between them and their peers closes. Gaps in pupils' attainment created as a result of school closure are diminished.	Evidence from EEF and Sutton trust for teachers about effectiveness of 1:1 tuition data analysis	Intervention data analysis Discussion with teachers	BM	February 2021 April 2021 May 2021 July 2021
Total budgeted cost:					£14,075.89
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?
Teaching Assistants to receive training on intervention programmes  Lego Therapy	Sessions take place weekly to support the mental health and emotional social needs of our children.	Evidence from EEF on self-regulation strategies playing a part in pupils' positive engagement in their learning.	Staff and Pupil Questionnaires Monitoring Behaviour Logs Lesson observations	HG	March 2021 July 2021

					Total budgeted cost: £1500

#### ADDITIONAL INFORMATION

[LEGO® Bricks Based Therapy Training for Professionals \(bluchildrensclub.co.uk\)](http://bluchildrensclub.co.uk)

[Online Staff Training 'From Lockdown to Listening and Learning' - Jenny Mosley Education Training and Resources \(circle-time.co.uk\)](http://circle-time.co.uk)

[Re-energising Your Learners' Resilience | Building Learning Power](#)

[Academic Resilience \(youngminds.org.uk\)](http://youngminds.org.uk)

[Art Therapy Course | Online Learning in 10 Accredited Modules - Centre of Excellence](#)