

# COVID-19 catch-up premium report

## SUMMARY INFORMATION

<b>Total number of pupils:</b>	<b>210</b>	<b>Amount of catch-up premium received per pupil:</b>	<b>£80</b>
<b>Total catch-up premium budget:</b>	<b>£16,800</b>		

## STRATEGY STATEMENT

Include a brief overview of your catch-up premium strategy. For example:

- Our priorities are to restore pupil data for all pupil groups to their previously expected levels, against the national standards, following enforced time out of school, due to COVID regulations
- We intend to place 2 FTE staff, teacher qualified, into our classes, impacting positively on TA time in every class, by spreading the load
- The overall aims of our catch-up premium strategy is:
  - To improve progress and attainment back to the national standard for every pupil group
  - To improve behaviour of learning and pupil wellbeing by significantly increased, bespoke ELSA time for every single class

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Latest assessment data shows that all groups are below where they should be, due to many months of missed schooling
B	Need to boost each pupil group, including most able, those working at expected, and pupils with SEND
C	Personal and social barriers, created by isolation, lack of routine and anxiety as a result of the COVID situation.

## ADDITIONAL BARRIERS

External barriers which need to be addressed alongside the catch up premium funding, in order to maintain momentum in learning and personal development

D	Continue to provide strong support for SEND and vulnerable pupils
E	Ongoing multiagency work for families in need. Including providing food vouchers and parcels
F	Continuous support for every family during lockdowns via teacher calls, emails and online meetings via remote learning provision on Google Classroom.

## 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?
Employ 2 extra TAs with OTS status to support QFT in every classroom	More support for all groups in QFT, as a result of reduced ratios from 1; 7 to 1;15 in each class, for all key skills lessons	We have experience that a more personalized and bespoke curriculum, which responds quickly to addressing gaps, will enable the maximum number of pupils to benefit and make accelerated progress	Focussed timetabling, matching staff skills to appropriate year groups and constant monitoring & review cycle by SMT/senior leaders	HT, RH	At SMT meetings each half term and via informal learning walks/lesson obs

Which need to be addressed alongside the 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?
More time for ELSA due to increased TA support	Bespoke ELSA programme for every class, timetabled and responsive to need	ELSA has been very successful; but limited, due to joint ELSA/HLTA role for PF. Now she can focus on ELSA, and give early intervention to mental health issues related to COVID.	Regular monitoring of programme and record sheets. Creation of new inclusion team including Mental Health Co-Ordinator, ELSA and SENCO	HT, RH	Half termly, also through learning walks and lesson obs
				Total budgeted cost:	£33,800
School budget will be invested in the shortfall between catch up funding and actual costs				Total budgeted cost:	£33,800