

Coronavirus (COVID-19 Catch-up premium)



The COVID-19 catch-up premium was introduced in June 2020 as part of a government announcement of £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID-19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes: a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning

Schools will get funding in 3 tranches:

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

Summary of Strategies is as follows:

Strategy	Impact expected	Expenditure required to implement Strategy
Implement additional catch-up classes to close numeracy gaps	To begin to close the numeracy gap and increase the attainment amongst the lowest attaining pupils	Recruitment required to provide cover for to extend school time in order catch-up classes can take place and provide cover for additional tasks undertaken before and after school by Learning Support Assistants to still be completed
Implement additional catch-up classes to close literacy gaps	To begin to close the gap and increase the attainment amongst the lowest attaining pupils in Reading and Writing	Recruitment required to provide cover for to extend school time in order catch-up classes can take place and provide cover for additional tasks undertaken before and after school by Learning Support Assistants to still be completed Purchase of Reading Eggs tool Purchase of Reading Assessment tool to gauge impact of intervention
Purchase additional learning resources required to close literacy gaps	To ensure all pupils have access to the appropriate level reading book in line with their reading assessment	Purchase 54 Big Cats Phonics books for all year groups
Additional support time allocated to vulnerable and disadvantaged children	To support our most vulnerable pupils and families to reintegrate positively back into school after lockdown(s)	Recruitment required to provide cover for Family Engagement Lead and HLTAs in order that they can be released from class to deliver interventions and pastoral support
Additional play therapy time to be provided to children impacted mentally by restrictions applied from COVID-19 related lockdowns	To support the emotional well-being of targeted children resulting in increased levels of engagement	Recruitment required to provide cover for HLTAs in order that they can be released from class to provide additional play therapy sessions
Provide Gardening workshops to promote wellbeing	To support the emotional well-being of targeted children resulting in increased levels of engagement and promote listening and attention skills	Provide Gardening workshops to provide Y1 & Y2 pupils with a learning break to enhance their wellbeing after periods of lockdown
Additional time allocated to IT curriculum to close gaps in learning created by school closures due to COVID-19	To ensure all pupils have access to the online curriculum offer e.g. Mathematics, Reading Eggs and Barefoot	Purchase of 30 tablets to deliver curriculum as efficiently as possible Purchase of 3 laptops to support teachers with delivering catch-up sessions on IT curriculum
Development of the school library	To promote reading for enjoyment across the school. This will also provide additional high quality text books for children to use at home	Purchase of high quality text books to stock the library and provide books for children to borrow and read at home. Purchase reading resources such as puppets, small world, story stones and listening stations to encourage role-play and oral story telling

Note: additional recruitment took place in September and October 2020 to provide cover required as detailed above.

COVID-19 Catch-up Funding

£20,403	2020-21 (Expected Funding)
£20,403	Funding received to date
£0	Remaining funding due



Whole School Strategy				
Specific Strategy	Type of Expenditure	Purpose of Expenditure	Impact	Amount
Implement additional catch-up classes to close numeracy gaps	Additional Learning Support Assistant staff costs - 3.5 hours per week (£10.69 per hour) x 28 weeks	Provide Mathematics classes before and after school	Y2 Maths attainment: 7% increase from below to expected.	£1,047.62
Additional phonics interventions to help individual pupils to close gaps	Additional Learning Support Assistant staff costs - 3 hours per week (£10.69 per hour) x 28 weeks	Allow release time for Learning Support Assistants to provide phonics interventions	EYFS Phonics attainment 10% increase from below to expected, Y1 Phonics attainment 65% increase from below to expected, Y2 19% increase from below to expected	£897.96
Implement additional catch-up classes to close literacy gaps	Reading Eggs subscription and Reading Assessment Tool	To provide an online programme for interventions and home learning to support the school's Reading and Phonics curriculum	EYFS Phonics attainment 10% increase from below to expected, Y1 Phonics attainment 65% increase from below to expected, Y2 19% increase from below to expected	£1,491.00
Additional learning resources required to close literacy gaps	Big Cats Phonics books	To provide resources for interventions and home learning to support the school's Reading and Phonics curriculum	EYFS Phonics attainment 10% increase from below to expected, Y1 Phonics attainment 65% increase from below to expected, Y2 19% increase from below to expected	£194.40
Provide Gardening workshops to promote wellbeing	Additional Learning Support Assistant staff costs - 2 hours per week (£10.69 per hour) x 28 weeks	Provide Gardening workshops to provide Y1 & Y2 pupils with a learning break to enhance their wellbeing after periods of lockdown	Pupil mental health and well-being is a priority to ensure it is consistently and robustly supported	£598.64
Additional support time allocated to vulnerable and disadvantaged children	Additional Learning Support Assistant staff costs - 6 hours per week (£10.69 per hour) x 28 weeks	Allow Family Engagement Lead time out of class to deliver weekly small group interventions	Children have had bespoke support from FEL & HLTA to meet their individual mental health and well-being needs as a result of the pandemic. Parents have also been supported during this time with regular correspondence - all logged on CPOMS	£897.96
Additional time allocated to IT curriculum to close gaps in learning created by school closures due to COVID-19	5 x tablets purchased	Allow HLTA time out of class to provide additional play therapy sessions for children affected by lockdown	All pupils have access to the online curriculum offer which includes: Mathematics, Reading Eggs and Barefoot Computing	£1,450.00
GRAND TOTAL				£7,475.54
Remaining Spend from allocation to date				£12,927.46
Carry Forward into 2021-22				£12,927.46

COVID-19 Catch-up Funding



£12,927

Carry Forward from previous year

Whole School Strategy

Specific Strategy	Type of Expenditure	Purpose of Expenditure	Intended Impact	Impact	Amount
Implement additional catch-up classes to close numeracy gaps	Additional Learning Support Assistant staff costs - 3.5 hours per week (£10.69 per hour) x 28 weeks	Provide Mathematics classes before school	To further increase KS1 Maths attainment from below to expected by at least 10%	The attendance of our children was not frequent. From assessing parental views, it was fed back that they did not see the benefit of the sessions being once a week. The school increased these sessions to three days a week, the engagement has significantly improved.	£1,047.62
Additional phonics interventions to help individual pupils to close gaps	Additional Learning Support Assistant staff costs - 3 hours per week (£10.69 per hour) x 28 weeks	Allow release time for Learning Support Assistants to provide phonics interventions	To further increase whole school Phonics attainment from below to expected; EYFS: by at least 10%, Y1 by at least 65% and Y2 by at least 20%	EYFS Reading/Phonics attainment - increase by 9% from below to expected	£897.96
Implement additional catch-up classes to close literacy gaps	Reading Eggs subscription	To provide an online programme for interventions and home learning to support the school's Reading and Phonics curriculum		Y1 Reading/Phonics attainment - increase by 30% from below to expected.Y2	£1,350.00
Provide Gardening workshops to promote wellbeing	Additional Learning Support Assistant staff costs - 2 hours per week (£10.69 per hour) x 28 weeks	Provide Gardening workshops to provide Y1 & Y2 pupils with a learning break to enhance their wellbeing after periods of lockdown	To see an improvement in the pupil's mental health and well-being measured by their attitude towards learning, ability to interact with their peers, a decrease in the number of well-being related incidents logged on CPOMS	Further streamlining to CPOMS reporting and categories has been made to further enhance leaders knowledge of where our most vulnerable children need support. E.g. FEL category has been removed and emotional wellbeing and nurture provision have been added.	£598.64
Additional support time allocated to vulnerable and disadvantaged children	Additional Learning Support Assistant staff costs - 6 hours per week (£10.69 per hour) x 28 weeks	Allow Family Engagement Lead time out of class to deliver weekly small group interventions	Children's individual mental health and well-being needs are met; this is measured in the ways outlined above. Parents require less support as the year has progressed due to early intervention and support in the previous year	Parental engagement with the majority of our families is high, where this is not, external agencies are involved.	£897.96
Additional time allocated to IT curriculum to close gaps in learning created by school closures due to COVID-19	4 x laptops purchased	Allow HLTA time out of class to provide additional play therapy sessions for children affected by lockdown	Purchase of 4 laptops to support teachers with delivering catch-up sessions on IT curriculum	New computing curriculum rolled out Nov 2021	£1,682.00
Additional time allocated to IT curriculum to close gaps in learning created by school closures due to COVID-19	25 x tablets purchased	Enable additional IT curriculum time to be allocated for pupils who missed out during periods of remote learning	Improve in attainment levels in Reading, Mathematics and Computing due to all children having regular access to fully functioning computing equipment	Children now have weekly computing lessons which last an hour. Teachers plan for these sessions using the Barefoot scheme of work. Tablets are used for in class interventions such as Reading Eggs, Mathematics and Spelling Shed on a regular basis. Our below expected children in KS1 Writing use the tablets to complete Spelling Shed quizzes on a weekly basis. This has increased their engagement and results on the test.	£3,869.50
Development of the school library	To promote reading for enjoyment across the school. This will also provide additional high quality text books for children to use at home	Purchase high quality text books to stock the library and provide books for children to borrow and read at home.	To provide children with hourly sessions, once a week with a focus on reading for pleasure. This should result in children's vocabulary, comprehensions and reading attainment levels increasing.	Children are now able to take high quality fiction and non-fiction books home on a weekly basis. They can use the 'borrow a book' section of the Reading Forest to select their own reading for pleasure book. Children now spend an hour week within the Reading Forest, this session consists of role-play, non-fiction and fiction research, small world story telling, traditional tale story telling through puppets. As a result, children in all year groups are able to practise oral rehearsal, vocabulary in context and ask and answer questions about what they have read.	£1,685.82
Total Spend					£12,927.46
Remaining Spend from total allocation received					£0.00
Balance remaining					£0.00