

Covid Catch Up Premium

Total for academic year 2020-21 £7,120

Deposit 1 £1,320

Total amount received to date £1,320	TA/Staff Costs	Therapeutic costs	CPD Oracy 21	Catch Up Tutoring	Resources
Total spend	£723.10	£1680		£450.00	£10.00
Overall Total: £2,863.10					

Intent	(A) Lost and missed learning identified, rapid catch up plans in place
Implementation (Head, Class Teacher and Teaching Partner)	<p>Covid Recovery</p> <ul style="list-style-type: none"> Focused, detailed assessment undertaken on entry to school in September 2020 in order to identify both lost and missed learning resulting from Covid 19 school closure. Detailed plan in place for literacy and numeracy to show catch up for specific areas e.g. phonics, spag, place value etc and by when Additional qualified support teacher employed to both deliver and release teacher to deliver focused input to meet specific identified academic needs. All staff to buy into high expectations for all through following agreed whole school approaches that do not put a 'ceiling' on a child's learning To provide extra support to achieve high attainment Extra teaching time and preparation time paid for out of catch up premium, not sought on a voluntary basis. Ensure identification of target pupils is transparent and monitored through 6 weekly pupil progress meetings.
Rationale	<ul style="list-style-type: none"> Small group interventions with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit).
Success Criteria	Identified pupils to make as accelerated progress across EYFS, Year 1, 2 and 3. Those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception, achieve PSC and achieve ARE or above will be in line or above pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively.
Impact	

Intent	(B) All pupils to be supported emotionally in order that they can settle to learn resulting in improved outcomes.
Implementation (Head, Senco and Class Teacher)	<p>Covid Recovery</p> <ul style="list-style-type: none"> Staff to assess emotional needs of pupils. To identify and access therapeutic/ wellbeing resources as required in order to ensure the health and well being of pupils in order to facilitate academic and personal success.
	<ul style="list-style-type: none"> Every parent to be offered an extended parents evening phone call with their class teacher and/or Senco in order to identify and plan for child's pastoral as well as academic need.
	<ul style="list-style-type: none"> Engage with parents and pupils before interventions thereby begin to address any concerns or questions.
	<ul style="list-style-type: none"> To raise confidence and attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes and aspirations and plan accordingly
	<ul style="list-style-type: none"> Interventions such as play therapy, lego therapy etc. to be arranged through professional registered providers in order to address emotional issues, previous trauma and enable pupils to become settled to learn.
	<ul style="list-style-type: none"> Interventions such as speech therapy to be arranged through professional registered providers or to follow EEF assured programmes such as Talk Boost/ NELI in order to address social and emotional aspects of development and increase pupil's articulation and confidence.
	<ul style="list-style-type: none"> Through personal plans develop children's self help skills in particular for those children who require personal care in order to increase child's self efficacy and maintain child's personal dignity
Rationale	<ul style="list-style-type: none"> 'Achievement For All' research and outcomes, EEF research
Success Criteria	Pupil progress will not be affected by adverse childhood experiences. PP pupils with complex family situations will achieve at least ARE by the end of the academic year.
Impact	

Intent	(C) Ensure high rates of attendance continues for all pupils
Implementation	Covid Recovery

(Head, Class Teacher and SBM)	<ul style="list-style-type: none"> • Ensure pupil attendance is monitored throughout each year and that parents do not use self isolating as an excuse for non attendance
	<ul style="list-style-type: none"> • Ensure a swift and robust response to any drop in attendance
	<ul style="list-style-type: none"> • Engage with parents and pupils in order to begin to address any concerns or questions
	<ul style="list-style-type: none"> • Build a love of school and learning through positive relationships, positive whole school ethos and an engaging curriculum
	<ul style="list-style-type: none"> • Ongoing use of growth mindset approach, so that difficulties embraced and are viewed as part of learning
	<ul style="list-style-type: none"> • Provide information to parents on cumulative impact of sessions missed
Rationale	<ul style="list-style-type: none"> • 'Achievement For All' research and outcomes, EEF research
Success criteria	Attendance for all groups of pupils will remain high (above 96%) throughout the year.
Impact	