



COVID-19 catch-up premium spending: summary from January 2022- July 2022

SUMMARY INFORMATION

Total number of pupils:	210	Total catch-up premium budget:	Allocated £16,640
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STRATEGY STATEMENT

We continued to use funding to secure our SENCo 3 days a week until April. We also implemented tutoring for Year 5 children in writing.

One main focus is to:

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

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children have written less during lockdown, even though this is something that was focused on. Baseline information is showing skills of writing have been forgotten.
B	Children who have been identified as SEN now have significant gaps in knowledge – whole units of work have not been taught/ or learning has not taken place with the support the child needs to succeed, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children who were succeeding in class with Quality First Teaching and now needing more focused support due to significant gaps having developed through lockdown.

C	<p>Children who have been identified with speech and language difficulties received no focused support in lockdown. Therefore, correct speech and use of language has been negatively impacted. Children have lost opportunities to learn sounds due to the increase of facemasks. Children have also joined the school in reception who needs speech and language support, so as a school we have the highest register of names needing support.</p>

ADDITIONAL BARRIERS	
External barriers:	
D	Many children were heavily supported by parents in lockdown, resulting in loss on independence.
E	
F	

Planned expenditure from Jan 2022- July 2022

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?
<u>Special Need Support</u> More time needed for SENCo to assess and identify needs and share information with parents and teachers.	SENCo support to be increased by 1 day a week to allow for those children who have been identified during lockdown as having a need, to be assessed.	SENCo being in school more time will help support children, teachers and parents.	Monitoring impact of work and progress of children identified.	HT	July 2022 From report submitted the Governors, impact can be seen. Budget has been planned to continue 3 days a week.
<u>Speech and Language Support</u> 5 mornings a week speech and language time to allow specialist TA to work with more children more regularly.	Specialist TA to be released from class and covered by another adult to allow speech and language time.	Impact seen through https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	Look at data from starting to end point.	SENCo	Data shows that children made significant progress.
Total budgeted cost:					£5000
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?
<u>Small group Intervention</u> Children identified in Year 5 for Writing tutoring.	Children who have a gap will be targeted and become age appropriate in writing.	Additional group work with a teacher focusing on skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Tracking data and work.	DHT	Data has shown that children who received tutoring are age appropriate.
Total budgeted cost:					1320