

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	390	Amount of catch-up premium received per pupil:	£80 per child from Reception to Year 6
Total catch-up premium budget:	£31, 1294 (£14,726 left for the Summer term) £10,226 to carry forward into the academic year 2021/2022		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor concentration skills that prevent children from fully engaging in class teaching
B	Gaps in maths learning that have emerged as a result of lockdown
C	Poor and immature language skills which impact upon writing for disadvantaged children

ADDITIONAL BARRIERS

External barriers:

D	Low literacy and maths levels for parents and carers for disadvantaged children.
E	Home learning environment
F	Poor parental mental health concerns that impacts upon children

Planned expenditure for current academic year (September 2020 to August 2021)

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>Review current marking and feedback procedures</p> <p>Research effective feedback methods that have the most impact upon learning</p> <p>Visit settings where this is effective</p>	<p>~To provide targeted and individual approaches for meaningful feedback with pupils</p>	<p>EEF demonstrate through case study that continuous feedback encourages disadvantaged children to be more confident about accessing the full curriculum.</p>	<ul style="list-style-type: none"> -Set out clear expectations -Pupil feedback -High quality CPD in place -Staff feedback -Evidence in children's books 	<p>NS</p>	<p>Termly</p>
<p>Revisit the school values and The Monkfield Way through thematic approaches and through assemblies.</p>	<p>To ensure readiness for learning.</p>	<p>We know that children have missed school routines and will need reminders about school expectations since these will have been different during lockdown.</p>	<ul style="list-style-type: none"> -Pupil discussions to take feedback -SLT monitoring behaviour -Behaviour logs -Overview of events e.g. pod afternoons, assembly plan 	<p>SLT</p>	<p>Termly</p>

Review the writing week via a staff meeting and use this to feed through to appraisal and performance management for staff	To improve writing outcomes for children.	Writing scrutiny and progress analysis from November 2020 indicated that the gaps in writing were increasing and children were losing stamina as a result of lockdown.	-Book scrutiny and feedback -Lesson monitoring and feedback -Learning walks	English leader and Director for Professional Development	Termly
Total budgeted cost:					
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?
Teachers carry out gap analysis for all children upon return to school in September 2020	To identify areas where children need support to consolidate key concepts	Awareness of gaps in learning due to lockdown.	-Lesson monitoring -Book scrutiny	SLT	Termly
Deploy 3 rd Space online learning opportunities to children in Years 3,4,5 and 6	To increase the number of children achieving age related expectations by the end of the academic year.	This method has been used previously by the school and has shown good impact for just Year 6 children. For the Autumn term 2020, the average number of point progress for children who had undertaken this targeted intervention was +14	-Monitoring of data -Teachers liaison with tutors -Weekly tutor reports -Use of diagnostic reports	-Annie Howell	-Termly

Develop a reading and writing club targeted at children in Year 3 in 2021/2022, based on Authorfly	To increase the engagement of children in reading and writing in Year 3 2021/2022	Materials are high quality and present as engaging for children. Content covers key aspect of the NC and this year group has had the most disruption due to both classes having teacher who were shielding in Year 2.	-Deployed to a well-qualified member of staff with a track record of excellent teaching.	-PP Champion	
				Total budgeted cost:	3 rd Space Learning £16,468 (for Autumn & Spring term) 3 rd Space Learning £4000 (Summer term) £500 for Authorfly
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?
-Signposting parents to support agencies.	To support parents and families in managing difficult situations and emotions as a result of lockdown	-Family worker programme is advocated by the LA -They have expertise to deal with complex issues -School staff are stretched in terms of capacity and do not receive supervision for this -There is a need in the community	-Reports received by external agencies -Feedback from parents -Parents deploy strategies that have been shared with them -Monitor school attendance	SLT	Termly

-Provide staff with cascaded training and high quality materials from the Well-being for education return programme.	Staff are empowered to support children's mental health concerns	-DFE accredited training being attended by the DHT/SENDCo and cascaded to staff	-Monitoring logs of concern -Feedback from staff -Low level behaviour concerns reduced	DHT	Termly
Mental health first aider trained in school	Staff and children will feel well supported in managing situations where children present with anxiety related issues.	-DFE accredited programme	-Learning walks will show that children are resilient and have a readiness for learning. -Can children articulate their coping mechanisms and are able to deploy these if the need arises. -Children will appreciate and tolerate others more readily and will have an understanding of their difficulties.	DHT	Termly
				Total budgeted cost:	£0

ADDITIONAL INFORMATION

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