

Catch-Up Premium Plan



**WEST KIRBY
PRIMARY SCHOOL**

Summary information

School	West Kirby Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£20,400	Number of pupils	255

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Strategy Statement

Catch up priorities are:

- Re-establishing calm, consistent routines that enable the children to be ready to learn.
- Supporting pupils with change and mental health issues as a result of school closures during COVID-19
- Catching up on missed skills to allow pupils to access the curriculum

The overall aim of the catch-up premium strategy is:

- To raise the attainment of all pupils to close any gaps created by COVID-19 school closures

West Kirby Primary School is located in West Kirby, Wirral and falls under the local authority of Wirral. We are an averaged sized primary school and we have 281 pupils, with a capacity of 259, aged from three up to eleven. The proportion of disadvantaged pupils at our school is below average. The proportion of pupils who have special educational needs and/or disabilities at West Kirby Primary is below average. At our school, we strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are

adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

The vast majority of our pupils engaged at some level with the Learning at Home provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Children downloaded the work and sent in photos of them working, doing activities or of their work via the 3 key stage emails we set up to keep open channels of communication between teachers, children and parents. We also organized weekly TEAMS meeting for the children to chat about their learning with other groups of children in their cohort. Regular telephone calls were made to children and their parents to see if any extra support was needed. Packages of work were developed for our SEN children that linked specifically to their support plans, and these were issued via email or printed and posted. School also used our existing subscriptions to Purple Mash, Lexia, Spag.com, White Rose and Mathletics to support Learning at Home.

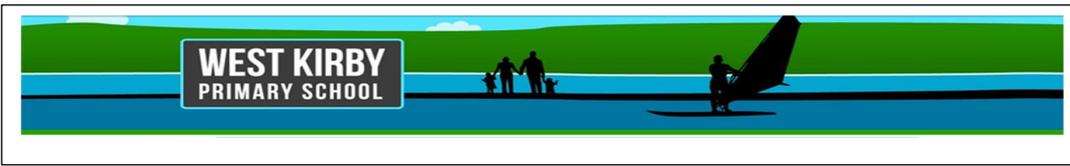
From when lockdown was announced we provided for our key worker and vulnerable children. Following the wider opening in June, we operated 9 Bubble groups these were: F2 Bubble max 15 children, Y2 Key worker Bubble max 15 children, Y1 Key worker Bubble max 15 children, 2 Year 6 Bubbles max 15 in each, Y3 – 5 Key worker Bubble max 15, Y 1 & 2 Key worker Bubble max 15 , 2 families Bubbles max 15 in each.

When school opened in September we followed a Recovery Curriculum. A few weeks into the new school year, teachers undertook assessments in order to determine if children’s learning has regressed.

Settling pupils back into the routines of school and picking up previous learning behavior, as well as re-establishing some learning stamina is a priority. The vast majority of pupils have returned to school happy to be back, into familiar routines with their friends and teachers but for some pupils, the lockdown has had a detrimental effect on mental health, motivation, behavior and attendance.

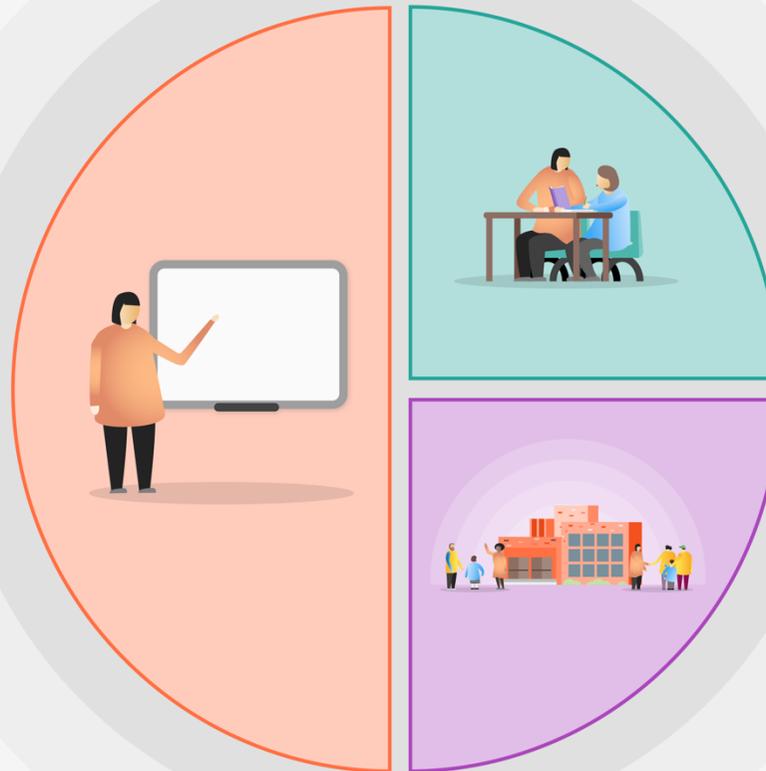
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> <p>aut 2020 -£5,100, spg 2021 - £6,800, sum 2021 - £ 8,500 = £20,400 Total</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to significant gaps in learning and stalled sequencing of journeys. Recall of basic skills and fluency has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in initial assessments carried out during the first few weeks of the autumn term.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however some have lost essential practising of writing skills, especially noticeable in Year 1 through their letter and digit formation. Gaps specific knowledge has suffered in some phases, leading to some lack of fluency in writing. Spelling patterns have had to be re visited or taught anew. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. Reading was something that was more accessible for families and required less teacher input. However, some younger children are less fluent in their reading and in Y1 , Y2 and Y3 phonics gaps are evident. The gap in KS2 between those children who read widely and those children who don't has widened.
Non-core	There are gaps in knowledge – whole units of work have not been taught 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 have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Social and Emotional	Many children returned to school during Lockdown due to mental health problems identified by parents. These children were considered vulnerable and were accommodated in to Bubble groups. Some children experienced the bereavement of close relatives. Several children were struggling with the isolation, and of having no contact with other children. Other children were vulnerable as a result of the mental health state of their parents due to Lockdown.



1 Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning
- Focus on professional development
- Transition support



2 Targeted academic support

- One to one and small group tuition
- Intervention programmes
- Extended school time
- Planning for pupils with SEND

3 Wider strategies

- Supporting parent and carers
- Access to technology
- Supporting pupils' SEMH
- Summer support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>High quality teaching for ALL... Supporting quality first teaching in a quality first curriculum:</p> <p>Use of the NCETM and DFE maths document to prioritise key skills in maths that need to be plugged so that not all prior learning needs as much focus. Through revisiting prior concepts in maths pupils regain fluency and make next coherent step in learning. Essential aspects of maths curriculum is mastered as identified by the Ready to Progress Document.</p> <p>Assess multiplication gaps in year 5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place daily catch-up interventions where needed Pupils will confidently be able to recall all multiplication tables and use for calculations and reasoning</p> <p>Children will have an increasingly confident grasp of multiplication tables Children in years 4, 5 and 6 will have confident calculation knowledge to access relevant year's AREs</p> <p>High engagement in reading across the school.</p> <p>Prioritise English objectives missed to plug gaps used in planning. SLT to look at structure of lessons, providing a 10 min recap opportunity in all lessons to recall prior learning.</p> <p>English and maths taught across the foundation</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional subject leadership time. 2 hrs per teacher autumn term x 14 teachers (M6 rate-PPA cover teacher) £941.82</p> <p>Increase Teaching Assistant hours to have a TA in each Bubble where support is needed, and to have at least one full time TA in each phase. Increase in the part time hours of 2 x TA2 (from 16 to 18 hours per week) £1,583.84</p> <p>Employ and extra full time TA for support across the school. (36 hours per week) £17,275.90</p>		<p>KT EB</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>

<p>subjects. Children make accelerated progress in their learning at each assessment point. Balance in lessons of catch-up and teaching current year group objectives.</p> <p>The foundation subjects will reviewed and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>				
<p><u>Effective diagnostic assessment...</u> Teaching assessment and feedback: Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Complete an audit of foundation subjects to identify the gaps in knowledge from school closures in the Summer term. Review end of unit assessment for Foundation Subjects that enable pupils to reflect on what they have learnt.</p> <p>Whole school to use White Rose maths and complete end of unit assessments as well as end of term assessments.</p> <p>Teachers to use White Rose catch up materials and Flashback 4 during mental maths sessions. All classes to include in their timetable an extra mental maths session each day.</p>	<p>Teachers, including those temporary in post are supported with coaching time from SLT to ensure that the most important units of work are covered and that gaps from last year's curriculum are identified.</p> <p>1 hour extra subject release time for subject coordinators during the autumn term - supply cost x 14 teachers £470.82</p>		<p>All teaching staff KT EB</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>
<p><u>Supporting remote learning...</u> Ensuring equity of access for all: Learning from Home requires further refinement and development. To have a strong remote learning offer in place using the VLE linked to our school website. TEAMS meetings are used for parents' evenings which are booked through Sign Up Genius and all staff are trained in their</p>	<p>Children continue to learn in the event of Learning from Home</p> <p>Gaps in learning continue to close due to the provision of a high quality on line learning provision.</p> <p>Children continue to receive feedback on their work</p>		<p>TM</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been</p>

<p>use. In the event of home learning being needed, a process is now in place so that individuals or bubbles having to isolate can access a complete timetable of activities linked to what is being taught in school. For SEND pupils, learning packs are sent home that are specifically linked to their support plans.</p> <p>The timetable of activities involves planning that is being used in class, website recommendations including National Oak Academy, BBC Bitesize and White Rose Maths materials. Children are encouraged to share what they have done via the home page on the VLE, messaging their teacher and/or sending in completed work.</p> <p>In the event of whole bubble closure, the class teacher will arrange a TEAMS meeting to talk through the day. They will respond to messages from children, answering queries and giving feedback on work.</p> <p>We will do all we can do to encourage children to engage e.g. phone calls, TEAMS conferencing, office phone calls, chasing children who we have not been able to contact, letters etc.</p> <p>Ensure all pupils have all required passwords.</p>	<p>£ - No extra cost</p> <p>Weekly timetable and associated activities uploaded in case a child/ Bubble needs to isolate.</p> <p>1 hr release each week for 4 teachers to complete weekly upload of VLE materials. Cost of cover 4 x 1hr each week (M6)</p> <p>Aut – 15 weeks £2,017.80</p> <p>Spring -11 weeks £1,479.72</p> <p>Summer – 13 weeks £1,748.76</p> <p>£5,246.28</p>		<p>All teaching staff</p> <p>TM</p>	<p>delayed until Apr 21</p>
<p><u>Focusing on professional development...</u></p> <p>Supporting great staff:</p> <p>Training for staff on using Teams the school website and the VLE so that staff are more confident at uploading , sharing and making/maintaining contact with children who are learning remotely.</p> <p>Staff training to deliver PSHE</p> <p>Staff training to deliver SEMH strategies. Spring term training for all teaching staff on supporting pupil's mental health</p>	<p>Training for staff on using Teams the school website and the VLE meant staff are more confident at uploading , sharing and making/maintaining contact with children who are learning remotely</p> <p>½ day equivalent supply cost x 14 teachers @ £105 per day</p> <p>£1,470</p>		<p>TM</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>
<p><u>Transition support...</u></p> <p>Welcoming new starters and those returning to new year groups:</p>	<p>Transition meetings arranged for new starters via TEAMS.</p>		<p>CS & FK</p>	<p>Feb 2021 Due to another</p>

<p>Pupils in F2 & Year 1 make rapid catch up and are supported in personal and social skills.</p> <p>Additional one to one support for pupils where needed for existing pupils and those new to the school (transferring from other schools)</p> <p>A minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.</p> <p>Conduct welcome back surveys. These were linked to PSHE planning and outcomes were discussed in classes</p> <p>Pupils struggling to cope back in routine of school and behaviour expectations are supported by a consistent approach to behaviour across the school.</p>	<p>1:1 support and transition plans in place for those experiencing difficulties.</p> <p>Welcome Back surveys conducted and analysis carried out. Common themes addressed through PSHE lessons</p> <p>£ - No extra cost</p>		MP	lockdown in January 2021 the review date has been delayed until Apr 21
<p>i. Teaching and related whole-school strategies</p>				<p>Total budgeted cost £26,988.66</p>

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>High quality 1-to-1 and small group tuition...</u></p> <p>Identified children will have significantly increased rates of reading fluency and linguistic functions such as intonation, tone, stress, and rhythm. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Teaching assistants will help to raise standards in attainment by implementing targeted support linked to support plans for SEND children.</p> <p>Extra phonics sessions with Y1 and Y2 children, Phonic Screening Check carried out Dec 2020 to check on progress and address any gaps.</p> <p>£ - No extra cost/ already included</p>		TM	Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21

<p><u>Teaching Assistants and targeted support... Intervention programme</u></p> <p>Review teaching assistant deployment to ensure those classes with the higher level of need have a TA full time to support needs in the class.</p> <p>Review the recording arrangements for interventions as all will now need to be carried out in the classroom bubble. TA will be available to work with SEND children in class throughout the day. This will also allow for support in Foundation subjects. SEND children will no longer be withdrawn from foundation subjacent lessons to complete interventions.</p> <p>Interventions such as precision teacher in, IDL Starspell Times Table Rocks and Numbots will be completed during lesson time.</p> <p>Interventions both 1:1 and small group will take place in the classroom.</p> <p>The above is based on the advice given in the EEF document ‘ Making the Best Use of Teaching Assistants’</p> <p>An appropriate numeracy intervention, Maths NCETM programme followed, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An EYFS is allocated to train and then run Nuffield Early Language Programme (NELI) for F2 pupils (ET)</p> <p>Children to make rapid progress in learning and retaining phonic knowledge and are able to apply it effectively</p>	<p>Teaching assistants will help to raise standards in attainment by implementing targeted support linked to support plans for SEND children.</p> <p>£ - No extra cost/ already included</p> <p>Purchase licences for Numbots/TTRS, IDL and extend trial for PurpleMash Serial Mash for reading Numbots / TTRS £167.90 IDL £398 Serial Mash £50.00 + £216.67 for Purple Mash</p> <p>TA2 0.5 salary £ 6,765.56 1 day release time for training on NELI project (TA supply cost) £100</p>		<p>TM</p> <p>CS</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>
<p><u>Extended school time... Before/After school focussed support clubs</u></p> <p>As a result of staggered Bubble opening and closing times consideration needs to be given to accommodating siblings. Parents may be dropping one child off at 8.30am and another at 9.15am. We want to offer a smooth dropping of and collecting system that allows for our staggered opening</p>	<p>Children will be accommodated in their class bubbles from 8.30am to 3.15pm across the staggered Bubble start and finish time. During these extended hours children will focus on handwriting, reading and mental maths.</p> <p>Focussed clubs will operate across Bubble groups, but in key phases from 3.15pm – 4.30pm these will include</p>		<p>KT EB</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has</p>

<p>and closing times and is also convenient and supports our parents.</p>	<p>sport, craft and hobby clubs</p> <p>£ - No additional cost</p>			<p>been delayed until Apr 21</p>
<p><u>Planning for pupils with SEND... Intervention programme</u></p> <p>We want our SEND children in class as much as possible. We want them to access the full curriculum and feel supported in what they do. We don't want them to feel 'punished' and that they are missing out on Art, PE, Music etc because they have to do MORE Maths or English. They are more 'switched on' and receptive in the morning. They will remain in class with their peers and also have the support of their teacher – sense of being part of the class not separate to it. SSP and ASP targets will be addressed during the morning's lessons in class.</p> <p>In the afternoon TAs will encourage them to apply their targets to their Foundation Subjects, and support the children to be more successful . TAs should give input, but encourage independence when working and reminders about their targets.</p> <p>Ensure all teaching assistants have been trained to deliver Precision Teaching.</p> <p>Purchase a licence for IDL for numeracy and literacy.</p> <p>Purchase a licence for Numbots/ TTRS</p> <p>Ensure all pupils have all required passwords.</p>	<p>Teaching assistants are working in the classroom to deliver support plans as part of English & Maths lessons. Our children are recording their work in their class books. We are supporting individual/ group to access the starter, examples and plenary.</p> <p>We are supporting Foundation Subjects in the class during the afternoons. SEND children have adapted to, and seem to be enjoying the new way of working. They are making good progress in their lessons and they are completing their interventions.</p> <p>Teaching Assistants are recording interventions and these are linked to the targets on school support plans, which continue to be reviewed and updated</p> <p>Increase in the part time hours of 2 x TA2 - already costed</p>		<p>KT TM</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>
<p>ii. Targeted academic support</p>			<p>Total budgeted cost</p>	<p>£7, 698.13</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></p> <p>Children will have opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Extra activities as sared with children on the VLE e.g. 'Reading in Unusual Places' or the 'Christmas Activities' These will run throughout the year to engage the children in extra home learning and use of the VLE.</p> <p>Weekly newsletters will provide parents with the information they need to support their children. They will also cover Covid updates and will provide useful links to local services.</p> <p>Resources will be shared with parents on accessing the VLE, running/joining a TEAMS meeting.</p>	<p>Additional online learning resources will be purchased, such as IDL & Numbots/TTRS to support children English and Maths at home. £- already costed</p> <p>Continue to pay for Serial Mash (reading) which we had as a free trial though Lockdown £- already costed</p> <p>Stationery packs are available and set aside for children to take home when home-learning occurs. £564.59 (printing costs)</p> <p>Teachers have had release time to become proficient at Using the VLE to upload work weekly for children who may have to isolate and to set up on line resources. Training also given in the use of Sign Up Genius and TEAMS to arrange parents meetings.</p> <p>½ day equivalent supply cost x 14 teachers @ £105 per day £1,470</p>		<p>KT</p> <p>TM</p> <p>EB</p> <p>DOT</p>	<p>Feb 2021</p> <p>Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>
<p><u>Ensuring access to technology... Enabling all learners equal access to the provision:</u></p> <p>Some pupils will have had limited access to computer/ laptop/devices to access the Learning from Home and as a result standards in core and foundation subjects have dropped and therefore their attainment is lower than expected in terms of ARE. We need to ensure standards are raised and children are back on track as soon as possible.</p> <p>Create a register of those who do and do not have access</p>	<p>3x Laptops bought for those pupils who needed them to access Learning at Home (from PP funding). £ -no cost from Covid premium</p> <p>Arrange for computers to be moved from ICT suite to classrooms. We will need to purchase splitters and dongles so that one computer needs 1 socket and that all have internet access. £138</p> <p>Purchase a class set if iPad, covers and charging trolley so</p>		<p>KT</p> <p>TM</p>	<p>Feb 2021</p> <p>Due to another lockdown in January 2021 the review date has been delayed until Apr</p>

<p>to WIFI, tablets and or laptops so we are able to anticipate problems with bubble closures.</p> <p>Use funding to buy a class set of iPad, covers and charging trolley so that access to the Internet and the computing scheme of work can progress while we can't use the computer suite.</p> <p>Think about what the best use of the ICT suite computers is as we are unable to use at present. Consider moving computers to classrooms- conduct an audit to see how many can be relocated and where.</p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops/iPads that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>that access to the Internet and the computing scheme of work can progress while we can't use the computer suite.</p> <p>£10,700</p>			21
<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p> <p>Children will return to school and be ready to progress. Careful monitoring during the first 2 weeks of autumn 1 children to complete a well being survey.</p> <p>Complete 1:1 work with all those who need it. Look at a new scheme that will allow the children to talk about their experiences during Covid/Lockdown</p> <p>Children's mental health is addressed and support put in where necessary Designated lead for mental health has a Mental Health First Aid qualification to offer advice and support to staff and children</p>	<p>Recovery Curriculum followed for first 2 weeks of autumn 1 Complete 1:1 work with all those who need it. Dimensions scheme used for first half of autumn term which allowed the children to talk about their experiences during Covid/Lockdown Children's mental health is addressed and support put in where necessary Spring term training for all teaching staff on supporting pupil's mental health 1 staff meeting per term on PSHE – delivered by PSHE lead teacher Purchase Dimensions Package for our Recovery Curriculum across the school £99</p> <p>Designated lead for mental health has a Mental Health First Aid qualification to offer advice and support to staff</p>		<p>EB</p> <p>MP</p> <p>KT</p>	<p>Feb 2021 Due to another lockdown in January 2021 the review date has been delayed until Apr 21</p>

<p>Pastoral Support services are engaged to provide mental health sessions for identified pupils 1 Full time TA and 1 part time TA in each phase to support learning and help with transition back to school</p>	<p>and children £160 (1 day course) £240 (2 day course) Pastoral Support services are engaged to provide mental health sessions for identified pupils £350 per 6 week block – accessed for 2 pupils in autumn term.</p> <p>1 Full time TA and 1 part time TA in each phase to support learning and help with transition back to school Some pupils have found reconnecting friendships challenging and have lost confidence in their own social and communication skills. Longer break times with structured games built friendships, re-established team work and cooperation and got the children active again. At least 2 PE sessions each week were delivered by the sports coach to each class. Opportunities each half term were planned for the children to take part in competitive activities in their Bubble but as a whole school. Fitness levels of pupils return to pre-covid standards. Purchase new scheme for PSHE across the school– Scarf Coram Life £460</p>			
<p>Summer Support School does not have the budget to support summer support</p>			N/A	
<p>iii. Wider Strategies</p>			<p>Total budgeted cost</p>	<p>£14,181.59</p>
<p>Totals brought forward Section i : Teaching and whole school strategies Section ii : Targeted academic support Section iii : Wider strategies</p>				<p>£26,988.66 £7,698.13 £14,181.59</p>
			<p>Total</p>	<p>£48,868.38</p>
			<p>Contribution from Covid Catch-Up</p>	<p>£20,400</p>
			<p>Balance paid through school budget</p>	<p>£28,468.38</p>
			<p>Total</p>	<p>£48,868.38</p>

