



COVID catch-up premium report

Cropredy CE Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	176	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14080		

STRATEGY STATEMENT

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our catch-up priorities are:

To support children who have returned to school with anxieties or less resilience in their learning

Ensure that any gaps in phonics and reading are identified and supported

Identify gaps in their learning

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

Baseline assessment will be completed on the children to identify those requiring additional support.

Progress will be monitored on an ongoing basis; children who are not making progress will be identified for extra support from the class teacher or teaching assistant.

Our aim is to reduce any gaps in learning for all children with particular attention to children who are Pupil Premium

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Phonics skills
B	Writing fluency- spelling and handwriting, sentence construction
C	Maths skills
D	Social Skills

ADDITIONAL BARRIERS

External barriers:

E	Understanding of mental health
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Planned expenditure for current academic year

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?
Resources for reading and phonics development £390	Improved resources, appropriate to needs	Core phonics development for children through KS2 has been highlighted as an area for development; Comprehensive training has been completed and additional resources are needed to support pupil outcomes.	Classroom observations/learning walks/staff meetings	JF	At the end of each long term Supported by progress and data review
				Total budgeted cost:	£390

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?
Focussed intervention support provided by teachers and teaching assistants £7107	Support in closing the gap in attainment. Improved confidence in basic skills leading to	The EEF report closing the attainment gap states - A good education, with the qualifications to show for it, can transform lives for the better. Conversely, young people who finish their studies without attaining the expected	Learning walks/monitoring provision/ monitoring progress of children in books/pupil conferencing	PG	At the end of each long term Supported by progress and data review

Targeted support

	success across the curriculum.	standards will struggle both in further study and the world of work Targeted 1:1 and small group support to help support children's learning development in phonics, reading, writing and Maths. Provision across KS1 and KS2			
Development of Forest School provision £6972	Helping to address social, emotional, and behavioural wellbeing on return to school	Review of children's anxieties on return to school helped identify avenue for re-establishment of Forest School provision in school. Targeted support for children in EYFS, Year 1 and Year 2.	Monitoring progress	AGA PG	At the end of each long term
				Total budgeted cost:	£14079

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?
Mental Health awareness training organised for staff through Aim Training – No cost for this	For staff to be aware of the importance of supporting mental health	Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships, and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons. NSPCC	Identifying children who are anxious	PG	At the end of each long term
Total budgeted cost:					£0

ADDITIONAL INFORMATION

These priorities have been made through:

Analysis of home learning tasks and children's access

Standards in phonics on returning to school in April and a review of provision if a second school closure is needed

Review of provision for EYFS and the needs of the youngest children who have missed out on developing communication and interaction with their peers.

Identification of a lack of resilience in their learning and on-going anxieties around keeping safe across the school for some children.

A review of this expenditure will be made through evaluating the progress of the children and observations of their well-being and engagement in their learning.