

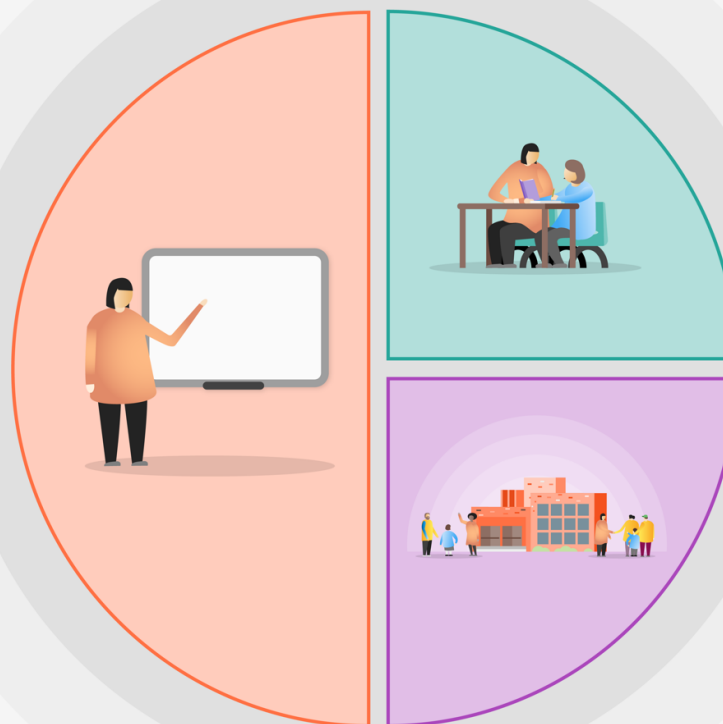


Covid-19 Catch-Up Premium Report

Policy author	Headteacher
Review date	7 th October 2020
Review frequency	Annually
Next review date	October 2021
Approved by	Trust Board

1 Teaching

- Quality First Teaching (QFT) using the 'I do, we do, you do' model
 - I do – explicit teaching
 - We do – scaffolding
 - You do - independent
- Regular live feedback – Each class has access to a visualiser
- Diagnostic assessments
- Flexible grouping including small class sizes
- Gold standard professional development programme for all staff
 - Supporting Early Career teachers
- Effective remote learning (Tapestry and Satchel One)



2 Targeted academic support

- Flexible grouping to enable 1-1 or small group tuition
 - Pre and post teach
 - Bespoke interventions
 - Effective deployment of adults
 - Catch up teacher employed for term 2

3 Wider strategies

- Behaviour Blueprint including relentless routines
 - Full time non-teaching SENCO
 - Parental engagement
 - Breakfast club and after school club
 - Mental Health First Aiders
 - Forest School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	219	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£17,520		

Planned expenditure for current academic year

Quality of teaching for all					
Action	How	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review Date
Regular Live Feedback EEF evidence	Each class has a visualizer – live feedback must happen every lesson. Class sizes are below national average enabling regular feedback to be provided. EEF evidence Children will be identified to attend pre and post teaching EEF evidence	<ul style="list-style-type: none"> All children make progress – gaps will be identified and closed Children working below ARE make rapid progress – gaps will be identified and closed 	<ul style="list-style-type: none"> Monitoring and review by Assistant School leaders Formative and standardized summative assessments 	Assistant School Leaders	Ongoing
Effective Remote Learning and Protocols	Use of SatchelOne and Tapestry Use of 'I do, we do, you do' principles in each lessons	<ul style="list-style-type: none"> Quality First Teaching in school and remotely will ensure all children will make progress 	<ul style="list-style-type: none"> Monitoring and review by Assistant School leaders Pupil and parent Surveys Staff surveys 	Assistant School Leaders	Ongoing

Resources boxes	Provision of resources to support learning Parent phonics packs EEF evidence	<ul style="list-style-type: none"> Equip pupils and their families to be able to engage with remote education Parental engagement (virtual phonics workshops) EEF evidence 	<ul style="list-style-type: none"> Pupil and parent feedback Formative and standardized summative assessments Covid safe 1-1 RWI phonics assessments conducted Feb 2021 	Assistant School Leaders	Ongoing
Total budgeted cost:					£5,520
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?
Third Space Learning	Pupils will make rapid progress. Improved attainment	EEF Evidence	Use of data and assessment to track and record progress	Assistant School Leader UKS2	Ongoing
Provision of IT equipment and broadband access to those who are in need	Equity for accessing remote learning or targeted support. All pupils make progress	Use of data to identify those in need of targeted support EEF Evidence	Use of data to track progress – Tapestry and Satchel One Reports Parent and pupil feedback	Headteacher	Ongoing
Catch up teacher employed in term 2	Target support for identified small groups. Pupils will make rapid progress. Improved attainment	EEF Evidence	Formative and standardized summative assessments	Headteacher	Term 2 onwards

Weekly outdoor learning – Forest School	Vulnerable children in EYFS and Year 1 make additional progress.	EEF Evidence Outdoor learning EEF Evidence EYFS interventions	Formative and standardized summative assessments	Assistant School Leaders	Ongoing
				Total budgeted cost:	£12,000

BARRIERS TO FUTURE ATTAINMENT

A	Emotional wellbeing
B	Attendance
C	Engagement