

COVID-19 catch-up premium report 22-23

COVID-19 catch-up premium spending 22-23: summary

SUMMARY INFORMATION			
Total number of pupils (R-6):	314 (taken from pupil premium doc)	Amount of catch-up premium received per pupil:	(60% of PP x £200)
Total catch-up premium budget:	£18 000		

Barriers to learning

Many parents do not have sufficiently good English language skills to understand what is being asked of their child and therefore struggle to support;

A sizeable group of parents are unable to read;

Many families live in inadequate housing and struggle to provide appropriate space and calm for learning;

Many families find it hard to embed appropriate routines for home learning or to motivate children to complete home learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Low levels of literacy and mathematics
B	Social and emotional difficulties – low self-esteem and difficulty/unwillingness to engage with learning and/ or poor wellbeing
C	Specific, special educational needs.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Low levels of English language and/or literacy in the home
E	Poor attendance
F	Overcrowded/inadequate housing – leading to a lack of space, lack of learning resources and poor routines which impact upon learning.

Planned expenditure for academic year 22-23

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
See details of SIP and plan for expenditure of pupil premium.	See details of SIP and plan for expenditure of pupil premium.	See SIP	See SIP	JW, BM and RM	Ongoing – using instructional coaching from week 4 of term
Latin and Literacy	Support pupils to develop excellent understanding of English grammar and spelling.	https://www.thelatinprogramme.co.uk/why-study-latin	Teaching is quality assured. Children are assessed. An annual impact report is shared with governors. Our EGPS results remain above national.	JW	Annually
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?

<p>1) Provide targeted 'catch up' provision to pupils most needing it – in class, via after school 'catch up club' or via small group or 1:1 tuition.</p>	<p>Targeted support to enable pupils who have fallen behind to close gaps in learning and make rapid progress towards catching up.</p>	<p>EEF recommendation 5</p>	<p>Two consistent tutors throughout all three terms. Each tutor to attend for 4 days a week and to offer 15 session blocks in reading, writing or maths.</p>	<p>BM</p>	<p>termly</p>
<p>2) A contribution to the cost of an additional teaching assistant to support Years 1, 3 and 6 .</p>	<p>We increase the amount of guided group support and the capacity to run interventions in Year 3.</p>	<p>EEF recommendation 5</p>	<p>Rigorous monitoring. Appraisal targets for teachers and relevant TA.</p>	<p>BM +RM</p>	<p>termly</p>