

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	55 at Darley / 70 at Summerbridge	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£9,300		

STRATEGY STATEMENT
<p>The federation strategy is based upon supporting those children whose learning, due to lockdown, has significantly suffered and as such they have fallen behind where the school would ordinarily expect them to be had they remained in school throughout. This strategy will demonstrate how the federation has identified those children in need of additional support, how that support will be delivered and what the impact of the support will be. It must be noted that children who have been identified as requiring additional support are not specifically children with SEND.</p>

## Barriers to learning

Barriers to learning in our federation include (but not exclusively):

Poor parental input / support during lockdown

Lack of working memory capacity

Losing the support of a regular routine

Anxiety surrounding COVID and the impact it may have on their and their family member's health

Lack of availability of technology at home – eg. parents need their own devices for their own work

Reduction in challenge of work sent home – work had to be set that could be done independently by the children to allow parents to work

Lack of skill in parents to deliver quality lessons

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Some children managed to maintain expected standards whereas others did not, so lesson content has to be adapted to ensure all children access learning. This has widened the attainment gap in not just the core subjects but in all subjects.
B	An adapted curriculum based on online content has reduced our ability as a school to provide a bespoke and personalised curriculum as was the case before lockdown.
C	Seating arrangements in classrooms mean that children cannot collaborate or share ideas as they once did and teachers cannot access groups and offer support to the depth and detail as they did prior to lockdown.

## ADDITIONAL BARRIERS

### External barriers:

D	Continued anxiety around COVID and it's impact on people's physical and mental health
E	Continued anxiety around COVID and it's impact on people's economic wealth
F	Symptoms from class mates or other family members resulting in children remaining at home due to self-isolation,
G	Continued lack of IT at home due to parents working from home and needing the devices
H	Continued lack of support at home due to parents working and not being able to teach their children during periods of self-isolation

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?
Week 1 – 3 Assessment of children's mental health and well-being – are they ready to be in school and ready to learn?	Establish that the children are well and ready to learn  All children are happy and safe and ready to learn	It was felt that we had to establish that the children were in the right frame of mind once they returned after such a lengthy absence. The first three weeks were very much spent taking part in re-integration activities to ensure that the children were ready to learn again.	Staff met regularly to discuss concerns that their children may generate during pupil progress meetings which focused specifically on the mental health of the children rather than the loss of academic progress	NC	October half term 2020
Week 4 – 5 Assessment week and review	All children completed summer 2020 assessments in reading and maths (NTS) assessments and TA for writing as a baseline so future progress can be tracked	It was felt that the best indicator of the where the children were was to test them on the summer tests in the autumn term. The delay in doing so was to ensure that the children were settled before they were tested	Tests were conducted in all year groups to provide a baseline and a target group of children who could easily be identified as requiring additional support in the core subjects.	NC	December 2020
Total budgeted cost:					0

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?
Employment of additional staff	Those children identified as requiring additional catch up support will catch up with where we expect them to be	It was felt that the additional funding would be used to employ teachers to work within the classrooms thus releasing existing class teachers to work with those children needing the extra catch up work. Those children who had been identified work better with people who know them – their class teachers could provide them with what they specifically needed rather than having to explain to an unknown teacher etc,	Class teachers have planned additional teacher sessions for the additional teachers and are able to provide additional and different support to the target groups. This is implemented well, as teachers know immediately what their children need because of knowing them so well – what the children did not understand/miss from lockdown can be addressed.	NC	December 2020 February 2021 March 2021  £8140
Use of additional intervention resources	The intervention programmes that we use are based on the assessments that the children complete. The tests generate specific intervention programmes	The money saved will be used to provide the intervention packages that can be delivered by teaching staff initially and then by Tas once the funding has been spent	Teachers take part in weekly sessions with their targetted groups concentrating on gaps in children's learning that the assessments have identified.	NC	£1160
Total budgeted cost:					£9300

## ADDITIONAL INFORMATION

We use NTS assessments three times a year to inform our pupil's progress in reading and maths. Data acquired from the results of these assessments are submitted into a spreadsheet on the Rising Star website and this data generates bespoke packages of intervention focusing on the gaps in the learning.

We use Teacher Assessment three times a year to inform our pupil's progress in writing. Both senior teachers in the federation are LA approved writing moderators and their skills, knowledge and experience provides the federation with an accurate picture of where our children are in terms of their academic position. Identified gaps in the children's learning can then be filled in the catch-up groups.