

# Egremont Primary COVID catch-up premium report

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	309	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24970 (£2270 per month)	Term 1 September – November = £6810 Term 2 December – May = £13620 Term 3 June – July = £4540	

## STRATEGY STATEMENT

- To identify the gaps in learning from missed curriculum coverage March 2020 – July 2020
- To ensure momentum with learning new skills from embedded foundations
- To provide an opportunity for sessions for all eligible children at a time that suits and takes consideration of any home / school barriers
- To provide interventions that are age and stage appropriately matched



## Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- › Internal assessment and reporting software
- › Home learning barriers
- › Accessibility to technology for online learning
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

### BARRIERS TO FUTURE ATTAINMENT – 2019 DATA

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

A	Combined 19% KS2
B	Reading 45%, Writing 34%, Math's 47%
C	50% GLD/ 74% Phonics

### ADDITIONAL BARRIERS – 2019 DATA

External barriers: Significant intervention for SEMH

D	Low attendance – 93%, PA 25%
E	High levels of social deprivations / 56% FSM
F	30% SEN / EHCP



## 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?	When will you review this?
Quality first teaching – class teacher	Pupils attainment across school will be inline with or better than Autumn 1 assessment and comparable to the projected expectations from Spring 1.	Use of quality resources to underpin Quality First Teaching. Teaching in smaller groups to provide higher level of tailored support.  Individual pupil assessment data used effectively to target learning gaps / barriers	Monitoring by Phase leads, SLT  DHT, HT, SLT to analyse data provided by class teachers and work together to ensure targets are flexible and adaptable to match progress at age and stage appropriate pace.	Autumn 2
In class support from Teaching Assistant				
Total budgeted cost:				£6810 S1
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?	When will you review this?

Quality First Teaching SLT/DHT/Class Teacher/TA/LP	Pupils attainment across school will be inline with or better than Autumn 2 assessment. Aspirational targets for combined and GD will be agreed based on baseline data.	Use of quality resources to underpin Quality First Teaching. Teaching in smaller groups to provide higher level of tailored support.  Individual pupil assessment data used effectively to target learning gaps / barriers  Sustainable impact on attainment and progress through quality CPD for all staff	Monitoring by Phase leads, SLT  DHT, HT, SLT to analyse data provided by class teachers and work together to ensure targets are flexible and adaptable to match progress at age and stage appropriate pace.  Curriculum teams and coordinators will monitor and track the progress of their subjects through school to ensure thorough coverage and application of skills	Ongoing – Autumn – Summer. Formally ½ termly and informally with high frequency
'Out of hours' Guided interventions Before school Lunchtime After School	To embed knowledge and understanding of basic skills at age and stage appropriate pace.	Small group tuition utilizing individual pupil assessment information effectively targeting learning gaps  To familiarize chd with opportunities for independent / non adult led study at home  Ensure greater impact on progress and attainment measures / assessments	Monitor by class teacher – and phase leader/SLT  Pupil voice – understanding of a variety of approaches to learning	Ongoing – Autumn – Summer. Formally ½ termly and informally with high frequency
				Total budgeted cost: £13620 S2 £4540 S3
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?
Small class sizes – year 6, 12-18 per class x 3 Small class sizes year 5, 22 per class x2	Frequent targeted support for year 6 to ensure progress and attainment is accelerated	Accelerated learning opportunities where other barriers to learning can be managed with additional tailored support	Effective collaboration of staff – shared accountability of outcomes.	SLT/DHT/HT  Year 6 teachers	Termly
Early school day start – 8.40am	Allow for a calm transition into school at the start of the day with prepared independent tasks / challenges	Address lateness and persistent absence, provide calm start to the day and an opportunity to have breakfast.  Reduce risk of large gathering at the start of the day in line with COVID Risk Assessment	Staff presence and organization of appropriate task when the children arrive in class at a staggered rate	SLT	Termly
Pastoral and CAMHS support for children adapting back to school following lockdown	Support children's transition from lockdown back into follow time school	Children and parents expressed a lot of anxiety during lockdown and when returning to school. Children need to be happy and feel supported to learn in school.	Monitor by class teacher – and phase leader/SLT  Feedback gathered from CAMHS sessions	SLT	Termly
				Total budgeted cost:	Additional Class teacher cost tbc for year 6 - link to SIP



## ADDITIONAL INFORMATION

- Case studies – representative of a cross section of children for year group, ability, level of need and barriers