

Summary Information			
Total Number of Pupils on Roll	Current = 184 Last Census = 182	Amount of Catch-up Premium Received Per Pupil	£80
Total Catch-up Premium Budget	£14,560		

Strategy Statement
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those affected most severely. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations have been calculated on a per pupil basis, provide each mainstream school with a total of £80 per pupil.</p> <p>The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation had published a support guide for schools with evidence-based approaches to catch up for all students.</p> <p>The overall aims of our catch-up premium strategy:</p> <ul style="list-style-type: none"> • Support and sustain the highest quality teaching for all • To raise the attainment of all pupils to close the gap created by COVID-19 school closures • Effective diagnostic assessment (regular gap analysis that informs planning and day to day teaching through our pupil progress meetings) in both academic and non-academic areas • Children are placed in flexible intervention groups –which, when they are assessed, they can come out of (intervention groups can be formed for an explicit purpose and disbanded when that purpose is met) • To address the growing need for additional Social & Emotional Mental Health (SEMH) support to be available to all pupils

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SPENDING PLAN

Quality First Teaching					
Action	Intended Outcome	Evidence and Rationale for This	How Will We Know This Is Implemented Well	Led By	Cost
Supporting quality first teaching across the school Teachers released from class to work 1:1 and with targeted groups close the gaps in progress and attainment due to the pandemic	Support, hold accountable and develop the staff team to embed quality first teaching across the school with a focus on our agreed components of quality first teaching	Combine professional knowledge with robust evidence about approaches that are known to be effective: https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19 https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/ Focus on teachers' individual needs using the professional growth model – provide opportunities for teachers to learn from and give feedback to peers	Supported PPA Modelled teaching Cover to allow teachers to observe other examples of good practice Team Teaching Quality CPD Pupil Progress Meetings held every term to discuss progress of class and current issues/concerns, set actions/targets, then review these and reassess.	HT SLT Link Governors	£4,214
Targeted Support					
Planning and monitoring the effective implementation	<ul style="list-style-type: none"> Structured interventions Small group work 	Interventions and group learning will be based on teacher assessments (both formative and summative). Pupil progress meetings will be used to agree on how teachers	Pupil Progress Meetings Informal dialogue between colleagues	SLT Link governors	Cost of TA CPD £3,196 + TA time

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<p>of targeted academic support for those children who are not making good progress/have significant gaps in their learning</p>	<ul style="list-style-type: none"> • 1:1 support where needed • Effective CPD for staff in delivering interventions • Effective deployment of TAs 	<p>can most effectively support their pupils.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support</p> <p>Staff will attend full training on literacy and numeracy strategies (promoted via https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf) to enable them to support and assess progress of selected pupils who require significant support</p>			<p>£2,000 + resources £250 = £5,446</p>	
Wider Strategies						
<p>Monitoring wider non-academic barriers to learning and support staff to overcome these barriers</p>	<ul style="list-style-type: none"> • Implement a whole-school approach to assessing/monitoring children's social and emotional mental health • Sustained/improved levels of attendance for FSM pupils • Improved level of parental engagement 	<ul style="list-style-type: none"> • By focussing on pupils' mental health and resilience we will be able to ensure that all pupils can engage with their learning, embrace school life and be successful in all they do • It is anticipated that, as a result of the pandemic, it will not only be children's academic progress that will have suffered, but also their social and emotional development. By investing in the 'Thrive Approach' we will ensure we have a system in place that accurately assesses all children's wellbeing and, where necessary, applies the relevant strategies to support them • Continue to support families where barriers exist outside of school-life that affect children's behaviour and attendance through our work with relevant external agencies, e.g., Education Welfare Team, Educational Psychologists 	<p>Pupil Progress Meetings</p> <p>Pupil voice work</p> <p>Parental engagement</p> <p>'Thrive' Assessments and Reviews</p>	<p>HT</p> <p>SLT</p> <p>Link Governors</p>	<p>£4,900</p>	
					<p>Total Cost</p>	<p>£14,560</p>