



## **COVID-19 catch-up premium plan** (Updated November 2022)

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The government announced £1 billion of funding to support children and young people to 'catch up' after the period of nationwide school closures. As part of this, the Department for Education (DfE) set aside £650 million to support pupils who are identified as having fallen significantly behind as a result of the pandemic. Schools have been asked to use the sum available to them to prioritise support for pupils according to need. Schools have the flexibility to spend this funding in the best interests of their cohort and circumstances.

### **STRATEGY STATEMENT**

Following teacher assessment to re-baseline all pupils and students in all core subjects to ascertain the impact of lockdown there is clear evidence to demonstrate that lockdown has created for some pupils a regression or plateau of knowledge and skills within either or all English and Maths strands. The data has been used alongside discussions with teachers to identify which pupils are in most need.

Our overall aim is to reduce the attainment gap between our disadvantaged pupils and their peers and, to raise the attainment of ALL pupils to close the gap created by COVID-19 school closures.

### **BARRIERS TO ATTAINMENT:**

- The disruption caused to education by the CoronaVirus pandemic.
- COVID-19 school risk assessment prevents staff and pupils working outside of bubbles limiting access to usual phonic interventions.
- COVID-19 school risk assessment prevents staff and pupils working with a range of additional resources.
- Pupils lack of engagement with remote learning platform Seesaw and Tapestry.

- COVID-19 remains an unpredictable safety risk creating low attendance for most of our vulnerable pupils and students.
- COVID-19 remains an unpredictable safety risk creating a higher than average absence of teaching staff.
- Pupil asset analysis evidences gaps for some pupils in 1 or more strands of English and Maths, which if not addressed through interventions will not close and risk become wider.

### **Our priorities are:**

- To close the gaps in the English strands, spoken language, Reading, Writing and comprehension for all those pupils who have regressed or plateaued in one or more strands.
- To close the gaps in the Maths strands including, Number, Measure, Geometry, Patterns and algebra and data management for all those pupils who have regressed or plateaued in one or more strands.
- To ensure that all pupils mental health and well-being are at a good level or more so that they can effectively engage with teaching and learning and make good to outstanding progress from their starting place.

### **We will do this by:**

- Continuing to reduce the attainment gap across whole school between our disadvantaged pupils (PP) and their peers through continued 1:1 English interventions carried out by our phonics intervention teacher including 1:1 focused work using Sounds write, See and Learn and Accelerated reader.
- Continuing to employ a phonics intervention assistant to work alongside the phonics teacher to support non-pupil premium pupils across whole school who have gaps in their English knowledge and attainment levels. This will be achieved through implementation of 1:1 English interventions Sounds Write, See and Learn and Accelerated reader programs.
- Continuing to employ a Maths intervention assistant to work alongside the Maths Curriculum lead to support pupils who have gaps in their Mathematical knowledge and attainment levels. This will be achieved through implementation of 1:1 or small group Maths interventions.
- Ensuring that ALL teachers and 1 TA per class are confident to deliver whole class and small group English and Maths interventions through access to specific training; so that English and Maths are cross curricular.
- Ensure that the reading platform 'Myon Library' continues to be effectively accessed by Subject-led and 6<sup>th</sup> form students.
- Purchase a reading library 'Reading eggs' for younger pupils.
- Ensure that our eLearning platform 'BKSB' to support Functional Skills and examinations assessments in the 6<sup>th</sup> form is effectively used.
- Ensure that all teachers are trained and have knowledge to implement and track assessment against Engagement for learning in relation to the new DFE requirements to ensure that engagement levels are good to outstanding.
- Ensure that the Arts Award 'Discover' is being delivered to support pupils PSHE through creative and arts lessons and making an impact.

- To ensure that any pupil with social, emotional, mental health difficulties are supported through our Nurture principles and areas of significant need are being addressed through Boxall profile targets and in some cases intervention time in Wildflowers class.

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	320	Amount of catch-up premium received per pupil:	£240.00
Total catch-up premium budget:	£76,800.00		

### Funding breakdown

#### Objective:

To provide bespoke and highly personalised support to individuals and small groups of pupils in order address any gaps in learning which have emerged as a result of lost teaching time. <https://www.gov.uk/government/publications/catch-uppremium-coronavirus-covid-19/catch-up-premium>

<u>Type of support</u>	<u>Cost</u>
1. Targeted individual and small group English interventions led by an Interventions Practitioner from March 2020 until July 2021 and associated additional resources <i>TA employed and working with pupils 1:1 across school.</i>	<b>£29740.00</b>
2. Targeted individual Reading intervention training for Phonics Lead	<b>£500.00</b>
3. Targeted individual and small group Maths interventions led by an Interventions Practitioner for academic year 2021/22 and associated additional resources.	<b>£19800.00</b>
4. Specific training for teachers and teaching assistants in both English and Maths whole class and small group interventions including	<b>£1000.00</b>

<p>Sounds write X 2, Numicon X 2 and 6<sup>th</sup> form phonics training to accompany the <i>'Post 16 Phonics – A Toolkit'</i></p>	
<p>5. Specific training for the Nurture teacher 'Emotional literacy support Assistant Programme' and specific Nurture UK training for 1 TA in Wildflowers class</p>	<p><b>£600.00</b> <b>£ 500.00</b></p>
<p>6. Arts award 'Discover and Explore' level for Creativity Curriculum leads</p>	
<p>7. Specific English and Maths resources as determined by English and Maths Curriculum leads including reading library platforms Myon and Reading eggs and headphones per class.</p>	<p><b>£3000.00</b> <b>£6300.00</b></p>
<p>8. Purchase e-learning platform such as bksb and resources to support delivery, access and assessment of functional skills and examinations (<a href="https://www.bksb.co.uk/">https://www.bksb.co.uk/</a> X 2 years</p>	<p><b>£10,080.00</b></p>
<p>9. Purchase courses and training materials for the new DfE 'Engagement Model' assessment tool and IMPACTs phase resources including BSL training.</p>	<p><b>£5280</b></p>
	<p><b>Total: £76,800.00</b></p>
	<p><b>Spent: £76,800.00</b></p>