

MERIDEN CE PRIMARY SCHOOL

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	191 (FS2 – Year 6)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15280 Autumn & Spring Term Budget – £8913.97 Summer Term Budget - £6366.03		

STRATEGY STATEMENT

This strategy is in place to address gaps in children's' learning caused by Covid disruption. Using the EEF for advice, we have identified both whole school and targeted strategies. The aim is to ensure that the grant provides sustainable impact beyond 2020-2021. Our priorities are:

- ❖ To reduce the attainment gap between disadvantaged pupils and their peers
- ❖ To raise attainment for all pupils to close the gap caused by Covid disruption
- ❖ To support pupils in EYFS to attain GLD by July 2021, addressing PSED and CLD gaps in particular
- ❖ To use effective learning strategies to accelerate learning for all pupils
- ❖ To ensure all teachers and pupils have access to technology to aid teaching and learning
- ❖ To support vulnerable pupils and families with their wellbeing

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lost teaching time for all pupils
B	Gaps that have developed in children's knowledge
C	Emotional issues and anxiety that has worsened during Covid

ADDITIONAL BARRIERS

External barriers:

D	Attendance at school caused by school and bubble closures and individual isolation periods
E	Access to technology and broadband
F	Additional pressures on family life which impact on support for learning at home

Planned expenditure for current academic year

Quality of teaching for all – Total Budgeted Cost = £2000				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Staff to receive CPD in effective learning strategies for all pupils	High quality teaching is in place for all pupils and long term memory is built through low stakes tests, spaced retrieval and interleaving	Strong assessment, including low stakes testing, identifies learning and misunderstood content	Lisa Evans	June 2021
Purchase reading books for years 2 – 6 to give wide choice in texts to encourage reading	Reading attainment is increased as see through internal data	Reading attainment has decreased during lockdown as the variety of books available to pupils has lessened	Becky Massey	June 2021
Purchase SPAG resources for pupils in years 3 – 6	Gaps in SPAG are addressed throughout Key Stage 2	Spelling and grammar attainment has decreased over lockdown – the resources will give clear attainment data and a structured teaching plan	Becky Massey	June 2021
Whole class PSHE support to support anxiety and mental health			Becky Massey	July 2021

Targeted support – Total Budgeted Cost = £11110

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
<p>Use IDL assessment tools and following resources to identify specific needs and target interventions in maths and literacy</p> <p>Additional Teaching Assistant support in place for EYFS</p> <p>Summer tuition to be offered to specific pupils in July 2021</p> <p>Small group tutoring in place</p> <p>Pre and post teaching to take place with Teaching Assistant / teacher</p> <p>Pupils with High Level Needs to receive specialist support</p>	<p>Specific needs are identified and gaps reduced</p> <p>Targeted support for PSED and CLD pupils is in place enabling more pupils to reach GLD in summer 2021</p> <p>Pupils in Key Stage 2 not on track for next stage in their education to be offered targeted support in English and Maths to address gaps in learning</p> <p>Pupils to catch up with their peers and gaps are reduced in English and Maths</p> <p>Pupils have prior knowledge to access learning in class and this is then assessed after learning</p> <p>Anxiety is reduced and pupils reintegrate into classroom</p>	<p>Targeted small group or one-to-one interventions have potential large impact on attainment</p> <p>Emotional wellbeing has been severely impacted by Covid and anxieties must be addressed for a child to access learning</p>	<p>Sue Frankish</p> <p>Sue Frankish</p> <p>Lucy Anderton</p> <p>Becky Massey</p> <p>Becky Massey</p> <p>Sue Frankish</p>	<p>June 2021</p>

Other approaches Total Budgeted Cost - £3000				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Purchase IT equipment for staff and pupils to ensure there is sufficient equipment to deliver a high quality remote learning curriculum	All staff have school ipads alongside their laptops to ensure teaching tools are accessible All pupils access remote learning through their own device or a school laptop or Chromebook	The DFE have clear expectations that a full remote learning offer is open to all pupils having to self-isolate or learn from home	Stephen Beamond	July 2021