



The Canons CE Primary School

COVID-19 catch-up premium report

“Children from disadvantaged background are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid -19 Support Guide for Schools- June 2020)

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	632	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£50,560		

STRATEGY STATEMENT

We aim to identify and to close gaps that have developed between disadvantaged pupils and their peers as a result of Covid lockdown. To raise attainment of all pupils to enable them to catch up on learning and close gaps created by school closures due to Covid 19.

- The core approaches we are implementing are:

To ensure children receive quality teaching, as this is the most important lever to improving outcomes for children We are therefore seeking to extend teaching capacity.

Targeted academic support, is supported by extensive evidence, we are therefore seeking to further develop 1;1 and small group intervention/tuition to enable children to catch up.

Pupil Assessment, helps teachers determine how best to support learners and feedback enables learners to identify what they are doing well and how to improve further identifying next steps. We have therefore taken time to identify key priorities the key objectives which are the foundation for further learning. We have carried out baseline assessments to ensure we know where gaps have arisen and where to focus. We are seeking to provide children with an on line platform so that despite any periods of home learning work can still be accessed and submitted and feedback can be given.

Wellbeing has been identified as a focus area as pupils emotional needs have to be addressed for them to be able to engage fully with learning and to be able to make sense of the situation they find themselves in. Some children are dealing with bereavement, isolation from loved ones, huge changes in the home, family break ups and domestic violence have all increased. We are seeking to provide extensive pastoral support to children and families. We are seeking to meet emotional needs increase resilience and engagement

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?
Use of specialist teacher for teaching ICT to provide ongoing CPD and increase teachers confidence in using various platforms to support blended learning	Staff have more confidence and have been trained to use Seesaw and Teams.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	D. Bristow to teach ICT to all bubbles in KS" alongside their teachers. Teachers then to use the same platforms with children for home learning should the need arise.	M. Fallon D. Bristow	14,175
To purchase the enhanced version of Seesaw to increase capacity and functionality	To increase capacity and enable more functions to make best use of this platform	Proven success of the standard version and IT training on line recommendation.	Continue training opportunities , provide guidance for parents ensure children are familiar by using this for homework regularly and teach them about it in computing. Provide opportunities during the weekly update meeting for trouble shooting or sharing best practice.	D Thomas	2,400
To continue curriculum training for subject leads with Paul Longdon	Staff will develop skills to manage their curriculum subject area and ensure that the curriculum is high quality, broad and balanced.	Research that the sequence of lessons ids important, work around working memory and retrieval of information and a desire to make the curriculum meaningful and motivational.	When curriculum reviews suggest that the curriculum is fit for purpose and is relevant and engaging pupils.	M.Fallon All curriculum leads	

To purchase catch up resources for pupil learning packs to supplement or replace online learning for some.	Children will still be able to access their learning in cases where devices are shared, internet is unreliable, technical difficulties etc	DFE guidance on various approaches to remote learning.	If all children engage in home learning and gaps do not widen. Learning will be monitored regularly and feedback given. Parents meetings offered on line or via telephone to provide feedback to parents of home learners.	M. Fallon Class teachers	600
Total budgeted cost:					17,175
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?
Increase the capacity of the inclusion team. Appoint new staff.	Teaching capacity is increased.	EEF guidance, evidence supports the effective use of 1:1 support and small group provision to target specific areas. Internal needs audits.	Audits will be monitored and reviewed regularly	Inclusion team	28,500
To provide additional support for Reception in response to the level of need.	All children have needs met and interventions can run effectively.	Baseline assessments information from feeder nurseries WellComm assessment.	Pupils will make progress on the EYFS profile and barriers will be removed	F. Newton	
Sign up for the NELI programme for Reception	Children will participate in a 20 week intervention to develop their oral language skills.	This is part of the national tutoring programme initiative.	Staff to review using NEL assessments	F. Newton	
Total budgeted cost:					28,500
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?
Increase the capacity of the school counsellor and private speech therapist to cater for children who are home learning	To ensure that children are still receiving the support they need if they are learning from, home.	The positive impact of their work and the apparent need for continuing with provision in order that the impact is not lost.	SENDco will monitor the impact and liaise with the providers	S Richards	4,455
Home liaison worker to support families who may not previously have been identified	Families to be supported which in turn will benefit children.	Local intelligence about the number of people who have lost their job , being furloughed, suffering with anxiety and poor mental health	Feedback from parents informs us that needs were identified and support signposted.	C Smith	
To purchase Beyond The Boxall Profile strategies and resources.	To support those children in need of nurture or who have had a Boxall Profile.	National Nurturing School Programme methodology.	Inclusion team will use this when working with children they have assessed through the profile.	Inclusion Team	50.00
Total budgeted cost:					4,505
