

# COVID catch-up premium report – 2020-21

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	445	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£35,600		

## STRATEGY STATEMENT

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*Schools' allocations of Catch-Up premium is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.*

*The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19) and will only be available for the 2020 to 2021 academic year.*

### **Use of funds**

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#) )*

*Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

### **Accountability and monitoring**

*As with all government funding, school leaders are accountable for how this money is used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.*

*At Cringleford CE VA Primary School the key priorities for spending the premium are:*

- *To reduce the attainment gap between our disadvantaged pupils and their peers*
- *To raise the attainment of all pupils to close the gap created by Covid-19 school closures*
- *To support the well-being of pupils who have been affected by the lockdown periods*
- *Additional bank staff to support continuity of learning if pupils, teachers or classes have to self-isolate*

## Barriers to learning

Children missed out on schooling during 2019-20 academic year due to lockdowns and the school not being able to accept all year groups back due to the high number of children or critical workers (close proximity of the school to the hospital). Some pupils were well supported with home learning, while other family circumstances made home learning challenging for parents / carers.

Some children's emotional health was affected by lockdowns and national situation.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning due to lockdowns and children not being able to attend school
B	Social and emotional needs of pupils impacting on children's ability to learn effectively once all children return to school in September 2020

C	Lack of adequate staffing to cover Covid related absences
D	Lack of trained staff to address mental health needs of pupils
E	Lack of staff confidence and resources to use new IT platforms for remote learning
F	Lack of time in summer term for subject leaders to develop subject leadership and map skills progression within the curriculum
G	Children out of practice with applying JONK learning behaviours to support independent learning
H	More resources needed to support areas of the curriculum which need to be covered in more depth and during lockdown
I	Staff not trained up to lead key interventions

#### ADDITIONAL BARRIERS

##### External barriers:

J	Lack of home learning resources to support children during further lockdowns and home learning periods
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## Planned expenditure for current academic year – 2020-21

#### 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?
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G – Re-launch of JONK learning behaviours – (JONK and playground resources)	All staff teaching children about behaviours for learning Children learning more independently	JONK skills have been successfully implemented in the school for a number of years	Celebration assemblies to emphasise and celebrate learning behaviours	Sarah Barber	September 2021  Cost = £488
E – Training in the use of Teams for all staff  Additional hardware to support home learning – laptops and visualisers (£1689)	All staff confident to use Teams as a platform for remote learning  TAs and other staff have resources to support home learning teaching to groups and classes	Teams used from Easter 2020 and used to some degree during first lockdown	Staff to share best practice in use of Teams KS2 lead teachers, SM and SK, to give support to other staff members	ICT Solutions / Shane Kinchlea	Easter 2021  Cost = £200
F – cover for teachers to work on curriculum mapping to improve provision  + Subject leader course in ICT (LP)	Curriculum delivery improved across the school	Time missed during summer term 2020 for this development work to take place	Curriculum lead to co-ordinate programme of release time and to work alongside subject leaders	Sarah Barber	September 2021  Cost = £400
Total budgeted cost:					£1088
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?

B – Purchase of additional Life Coach sessions (£180) for pupils needing additional mentoring support + Activ8 course for Y6 pupils (£1250)	Logs of sessions to show progress against Life Coach's targets  Positive feedback from Y6 participants	Life coaching sessions have proved successful in the past for 1:1 support  Activ8 course to support Y6 with transition and self-esteem issues	Referrals from families and teachers for 1:1 sessions and then logged on RAG system	Neil Henery / Paddy Venner	July 2021  Cost = £1430
A – Additional hours for TAs and part-time + bank staff to run interventions in all year groups (e.g KF, SM, HS, AB, HH, NG, HE, EE, SL)	Identified pupils, including those on PP, to receive targeted intervention and make accelerated progress	Targeted interventions have worked successfully in the school before	Comprehensive programme of support / targeted at the right children / good liaison between those leading interventions and class teachers / records of progress kept	Neil Henery / part-time staff and TAs	July 2021  Cost = £13,000
A – Use of SP tutors to lead interventions (DY, LM, JP, KB, LM)	Targeted pupils to make accelerated progress	Tutoring scheme favoured by DfE and heavily subsidized by government funding i.e excellent value for money	Comprehensive programme of support / targeted at the right children / good liaison between those leading interventions and class teachers / records of progress kept	Neil Henery / tutors	July 2021  Cost = £4000
A – Use of Lightning Squad scheme to support readers – autumn 2021	Accelerated progress in reading	Recommended Catch Up intervention programme	Thorough programme for hearing pairs of readers in Key Stage 2, including PP pupils	Steven McNicholas	October 2021  Cost = £2,200
Total budgeted cost:					£20,630
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?

<p>I – Comprehensive package of home learning resources as contingency for home learning</p> <ul style="list-style-type: none"> <li>- CGP resources and exercise books</li> </ul>	<p>All households to have ready access to good quality resources to go with remote learning programme</p>	<p>Parents and carers to be supported with home learning programme</p>	<p>Distribution of resources prior to autumn half term</p>	<p>Neil Henery</p>	<p>July 2021</p> <p>Cost = £5367</p>
<p>D – Training for staff to become mental health champions (AC / LP)</p>	<p>AC and LP trained so they can implement mental health training throughout the school</p>	<p>Mental health issues identified via RAG rating system and issues likely to emerge post pandemic</p>	<p>Mental health action plan to be put in place</p>	<p>Anita Clarke / Laura Palmer</p>	<p>July 2022</p> <p>Cost = £200</p>
<p>H – Purchase of additional resources to support the curriculum</p> <ul style="list-style-type: none"> <li>- Rising Stars – books online (£628)</li> <li>- KS2 reading books (£393)</li> <li>- Clicker software (£2700)</li> <li>- Reading for pleasure books (£2500)</li> </ul>	<p>Online reading programme introduced</p> <p>Clicker supporting SEN pupils</p>	<p>Reading underpins the whole curriculum</p> <p>Library Service not functioning as normal</p> <p>Difficulties of freely sharing resources due to health and safety guidelines</p>	<p>Celebration assemblies to emphasise and celebrate learning behaviours</p>	<p>Steven McNicholas</p>	<p>September 2021</p> <p>Cost = £6221</p>
<p>I – Supply cover for NELI training to take place across EYFS</p>	<p>LB trained to lead NELI</p>	<p>NELI recommended and funded by DfE as key Catch Up programme</p>	<p>Training and appointment of TA to lead intervention programme across EYFS – predominantly using NELI</p>	<p>Lauren Bonner</p>	<p>September 2021</p> <p>Cost = £206</p>

C – Bank staff funding to cover Covid related absence and maintain continuity of education across the school	Cover provided for staff who need to self-isolate	Recommended strategy - DfE	Good staff members appointed on bank register for use during contingency planning	Bank staff	July 2021  Cost = £2000
Total budgeted cost:					£13994
<b>Total budgeted cost – all of the above sections:</b>					<b>£35712</b>

#### ADDITIONAL INFORMATION

Additional information used to support the sections above:

- Internal assessment / RAG rating system
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultations
- Guidance and case studies from DfE
- Consultation with other local schools about the use of Catch Up funding