

# ***Compton C of E Primary***

## ***COVID 19 Catch Up Premium Report – January 2021***

<b><i>Total Number of Pupils:</i></b>	<b><i>426 Term 1&amp;2, 430 Term 3</i></b>
<b><i>Amount of catch up premium per pupil:</i></b>	<b><i>£80</i></b>
<b><i>Total catch up premium budget:</i></b>	<b><i>£34,212</i></b>
<b><i>1. Payment 1 = 426 x £20 = £8520</i></b>	
<b><i>2. Payment 2 = 426 x £26.67 = £11,361</i></b>	
<b><i>3. Payment 3 = 430 x £33.33 = £ 14,331</i></b>	

When pupils started the new school year in September, many were returning for the first time in almost six months. Despite a very effective remote learning provision along with a large number of critical worker children on site there was still some disparity in the levels of engagement.

In creating this strategy, we have looked at emerging gaps and gains and how children have not progressed, not just in their learning but also their resilience and stamina. We have also read valuable research carried out by the EEF (Education Endowment Foundation). That research, combined with our own professional judgement as well as evidence from the Autumn term, has all contributed to our priorities against maximizing the impact of additional funding.

This strategy has now been rewritten to reflect the second lockdown considering that over 40% of our children have been attending on a daily basis since January 6<sup>th</sup> 2021.

***Compton Priorities / Barriers to future attainment post lockdown***

**A)** Gaps in subject knowledge, due to variable engagement.

**B)** Writing stamina due to a long period of computer-based learning.

**C)** Some children have not engaged as much as we would have liked with remote learning. Some children have found it difficult due to the home environment not being conducive to remote learning e.g., lack of space, noisy environment, overcrowding and shared technology.

**D)** Current Year 1 cohort have had their start to primary school life significantly disrupted. Some children have lost six months in their start to life at Compton.

**E)** We do not yet know the impact of this current lockdown. An element of the catch-up fund must be set aside to enable a quick response to new concerns.

<b>Action</b>	<b>Timescale</b>	<b>Why?</b>	<b>Success Criteria</b>
Autumn term Key Stage 2 project. 1:6 Teacher working with FSM and vulnerable children. To identify gaps in learning and to accelerate progress. Priority C. 18 hours per group <b>£8115</b>	Autumn Term October-December.	EEF states <ul style="list-style-type: none"> <li>Pupils make 40% more progress with highly effective teaching. Impact of small group tuition is highly effective.</li> </ul>	Progress of these children is accelerated. A good understanding of the learning needs of these children is identified. This model, if successful, is used successfully throughout the academic year.
Team leader budget enhanced by £2000 to be allocated where leader sees fit. Priority A<B<C<D <b>£8000</b>	Whole academic year.	Team leaders know their children best. Our interventions were highly successful before Covid 19. This gives teams a little more flexibility in how they organize the lessons as well as purchasing specific resources.	Clear evidence that extra money has been spent to close gaps caused by lockdown, e.g., Team leader has utilized HLTA to cover to allow teacher to deliver intervention.

<p>Teacher employed to accelerate progress in current Year 1 classes. In addition to current staffing levels. Priority D <b>£6000</b></p>	<p>January onwards and possibly into Year 2.</p>	<p>We have identified that this Year Group are most at risk having had a really unsettled start to life at Compton.</p>	<p>Children will have additional adult support in the classroom to guide them through their learning. To ask probing questions to check children fully understand. Extra support will enable qualified teachers to lead interventions. Year 1 will be well prepared for the rigors of Year 2.</p>
<p>Time provided for Mental Health Coordinator to provide whole school live lessons based on wellbeing. Setting aside time for coordinator to assess pupil's wellbeing. Priority C <b>£2000</b></p>	<p>From January 2021.</p>	<p>Identifying children's wellbeing needs will make it easier for teachers to provide effective support. Live lessons will provide strategies for children to improve their wellbeing.</p>	<p>Live lessons have a positive impact on children's wellbeing.  We are able to clearly identify the children who have been affected by lockdown and are able to put strategies in place to improve their wellbeing and subsequent capacity to learn.</p>
<p>Identify a further team wish list as the academic year progresses and after children return from January lockdown. Priority E <b>£10,097</b></p>		<p>We do not know the impact on children of the January lockdown and it is important to have money in surplus to be able to react where needed.</p>	<p>Remainder of Catch Up Fund is spent on identified need. Spending has a major impact on closing gaps following the Jan 2021 lockdown.</p>