

Clandon CE Primary School

COVID 19 Catch Up Premium Spending Report



SUMMARY INFORMATION

Total number of pupils: 80	Amount of catch-up premium received per pupil: £80 In three tranches	Total catch-up premium budget: £6,400
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STRATEGY STATEMENT

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. How this money is allocated will be down to schools, based on the needs of their pupils. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all children.

At Clandon School we will make targeted use of the catch-up premium, in order to:

- Reduce the attainment gap between disadvantaged pupils and their peers.
- Raise the progress and attainment of all pupils to close the gap created as a result of COVID-19 school closures.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor early learning skills on entry to reception.
B	A legacy of poor outcomes for all pupils in reading, writing and mathematics.
C	A legacy of high proportions of children with complex needs, which have historically been unmet.

ADDITIONAL BARRIERS

External barriers:

D	High levels of persistent absence.
E	Poor engagement with remote learning among a small number of disadvantaged families.

Planned expenditure for current academic year 2020:

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?
To develop our remote learning offer, improving pupil engagement, progress and outcomes.	<p>A greater number of children engage with home learning when in isolation or during any subsequent closures.</p> <p>Children make good progress when working remotely.</p>	Staff and children's use of technology has been an important factor affecting the extent to which they can learn effectively at home.	CPD is provided to all staff in the use of Teams as a platform to deliver remote lessons.	Emma Toone	December 2020
Total budgeted cost:					£2,000

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?
Recruit for additional teaching assistant support in Key Stage Two in order to deliver literacy and maths interventions.	Children in Key Stage Two will close the gap between their March 2020 results and their Autumn Term baseline.	<p>Our data (summer term predictions and Autumn term baseline) provides clear evidence that our older children's progress and attainment has been most impacted by closures. This may be due to the legacy of poor teaching and learning over time meant that gains made last year had not had much time to embed.</p> <p>There is good evidence to show that entering secondary school with poor literacy and numeracy skills can have a long-term negative impact.</p>	Effective intervention follows assessment. At Clandon intervention will be planned and implemented based on the gaps highlighted in our baseline assessment. This is likely to include oral language skills, reading, writing and mathematics.	Vicky Voller Ellie Morton	December 2020
				Total budgeted cost:	£3,000

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?
Additional nurture provision to support vulnerable children and their families.	<p>Increase attendance and reduce persistence absenteeism.</p> <p>Increase engagement in learning as children are prepared for the school day.</p>	<p>Clandon School provided extensive pastoral support during lockdown. As a result of parents or children reaching out the school has provided Early Help to vulnerable families.</p> <p>Evidence suggests that to support children in school, all stakeholders must work together. This relies on good and regular communication.</p>	<p>Monitoring attendance of all pupils and more regularly for vulnerable families.</p> <p>Data analysis with a focus on the progress and outcomes of vulnerable children.</p>	Yvette Webb	December 2020
Total budgeted cost:				£1,400	