



COVID-19 catch up premium grant expenditure 2020-21

Overview of the school

Number of pupils and COVID-19 catch up premium grant received	
Total number of pupils on roll (Autumn 2019)	306
Total number of pupils eligible for PPG	306
Amount of COVID grant received per pupil	£80
One off payment	£6000
Total amount of PPG received	£30 480

Summary of COVID-19 catch up spending 2020-21

Barriers to learning for pupils following lockdown 2020: For some pupils, the barriers to learning post COVID-19 lockdown have been identified in our contexts as including:

- bereavement, grief and trauma
- gaps in learning due to time off school during lockdown
- low aspirations
- poor diet
- poverty, both material poverty and poverty of aspirations
- social, emotional, mental health difficulties
- low parental aspirations
- lack of access to cultural opportunities
- lack of access to extra-curricular activities
- lack of access to technology
- lack of access to sports provision



How are barriers to learning for pupils removed: For some pupils, the barriers to learning post COVID-19 lockdown have been removed in the following ways:

- **bereavement, grief and trauma** – this is a very sensitive area and bereaved or traumatised children may be affected for many years, therefore this will remain a barrier to learning. We have tried to support them with sessions a qualified art psychotherapist who has experience with supporting children with bereavement, grief and trauma. She will meet with them weekly and support them with coping strategies which they can use back in their mainstream classroom. Pastoral Manager and Learning Mentor also completed an accredited CPD to support. The one of the strands in the recovery curriculum support this as well as PSHE lessons.
- **gaps in learning due to time off school during lockdown** – teachers have identified children swiftly since returning to school in Autumn 2020 and have started to identify children causing concern by referring them for tutoring sessions with TAs and teachers in the areas where gaps have appeared. This will be individualised for each child. Children who have experienced the biggest loss in learning due to lack of engagement with online learning or home learning during lockdown will be given priority
- **low aspirations** – raising aspirations through working with artists, craftspeople, PE specialists, authors, poets – see also pupil premium grant expenditure for more details
- **poor diet** – healthy eating clubs, led by the school nurse, healthy choices at lunchtimes, break times, referrals to food banks where necessary – see also pupil premium grant expenditure for more details
- **poverty, both material poverty and poverty of aspirations** –support for housing and food banks – see also pupil premium grant expenditure for more details
- **social, emotional, mental health difficulties** – referrals to on-site art therapy provision with art psychotherapist, pastoral support from staff and support from external agencies where necessary. Staff have received mental health training and ‘Green’ days are included termly in the curriculum.
- **low parental aspirations** – phonics workshops, reading workshops and maths workshops for parents. Class Dojo is being used to engage and support children and parents.
- **lack of access to cultural opportunities** – support for funding cultural trips and visits – see also pupil premium grant expenditure for more details
- **lack of access to extra-curricular activities** – support for funding after school clubs, including: multi-sports, gymnastics, Spanish club, choir, rugby, football, netball, cross country, horse-riding – see also pupil premium grant and sports premium grant expenditure for more details
- **lack of access to sports provision** – please see sport premium grant expenditure for details

Objectives in spending: Following the COVID 19 pandemic and lockdown in 2020, it is more important than ever that our children have access to high quality tutoring and regular opportunities for outdoor learning to support their physical and mental health and wellbeing.

We have identified children who will need additional support for their mental health and wellbeing or who have been bereaved during the pandemic. We have referred them to our part time Art therapist who will meet with them weekly for art therapy sessions to support them post lockdown.

We also have a pastoral team who will offer support for mental health and wellbeing. Mindfulness, meditation, circle time, social stories, outdoor learning and pastoral support are embedded in our curriculum for each age group post lockdown 2020-21.



Summary of spending and actions taken:

Tutors have been identified from our existing teaching and TA staff:

Catchup Coordinator: Mrs Lakhani

- **Mrs Williamson & Miss Falconer – Year 5**
- **Miss Donnelly & Mrs Lakhani – Year 4**
- **Miss Mitchell & Miss Lungu – Year 3**
- **Mrs Schumacher & Miss McGrath – Year 2**
- **Mrs Darko – Year 1**
- **Mrs Valambhia – EYFS**

Additional time or timetables have been organised to dedicate to tutoring activities post lockdown. These members of staff will prioritise the children with the highest need and will report on progress to the SLT and governors. Quality first teaching is in place for all pupils and the SLT are supporting tutors and class teachers with resources for tutoring and for our new bubbles.

Purchase resources for interventions to take place such as Numicon, Numbots and Times Tables Rock Stars for Maths and Phonics materials and additional book band books for English.

Maintain the employment of a TA3 to support intervention groups in the form of one-to-one tuition, paired work and small group work where necessary in Key Stage 1 and EYFS

Outcomes to date:

- Feedback from parents has been very positive since returning to school.
- Attendance is steadily climbing back to normal
- During lockdown the engagement with online learning was 80%.
- The remaining 20% who did not engage online, had weekly home learning packs.
- The school lent out 1500 library books during lockdown.
- The school lent 15 laptops during lockdown.
- Art therapy was offered during lockdown to children and families who had experienced bereavements due to COVID-19 and the feedback from parents was very positive.
- We continue to host art therapy for children. Art therapy supports the pupils with their emotions so that they are better equipped to cope back in their mainstream classes with their anxiety, behaviour and conduct and their hyperactivity and their pro social skills improve. The art therapy space is deep cleaned between each pupil.
- Teachers, parents and SENDCO are able to refer pupils to the catchup Coordinator for additional support in Literacy and Numeracy. Gaps in knowledge, understanding and skills are identified in Literacy and Numeracy and blocks of work are planned to accelerate learning in these areas. Learning is personalised for the children and monitored closely SLT and the class teachers.
- In Key Stage 1 and EYFS Mrs Valambhia and Mrs Darko provide support to pupils on FSM to support them to make expected progress in Reading, Writing and Maths and for the EYFS pupils to make expected progress from their starting points.



Record of COVID grant spending by item/project 2020-21

Item/project	Cost	Objective	Outcome
Art therapy for pupils who have been bereaved or affected due to COVID-19	£4000	To support bereaved/affected pupils with their grief through art therapy	The mental health and wellbeing of our pupils who have been bereaved due to COVID-19 are given priority and learn coping strategies through art therapy that they can use back in their mainstream classes.
One-to-one/group maths tuition over a fifteen week period	£5000	To accelerate progress for pupils in KS1& Year 5 (focusing on conceptual understanding of number)	There will be evidence of more pupils being on track to achieve age related expectations in KS1 and Year 5.
One-to-one/group intervention work in literacy over a fifteen week period	£5000	To accelerate progress for pupils in KS1& Year 5 (focusing on Phonics and sentence structure) To achieve consistent performance towards age related expectations for KS1 (focusing on comprehension, grammar and punctuation)	There will be evidence of more pupils being on track to achieve age related expectations in KS1 and Year 5.
One-to-one tutoring in numeracy over a twelve week period	£6000	To achieve consistent performance at age related expectations for Year 3 and Year 4 (focusing on calculation)	The gap will be closed between pupils who are at age related expectations and those children who are not yet at age related in LKS2.
One-to-one literacy tuition over a twelve week period	£6000	To achieve consistent performance at age related expectations for Year 3 and Year 4 in reading comprehension	The gap will be closed between pupils who are at age related expectations and those children who are not yet at age related in LKS2.
Deputy Head floating 3 days per week to support the tutoring of target pupils in EYFS and KS1	£3000	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Reception and Year 1 and	The gap will be closed between pupils who are at age related expectations and those children who are not yet at age related in EYFS and KS1.



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Head Teacher supporting the tutoring of and interventions for children in Key Stage 2 with target pupils in Key Stage 2	£1480	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Year 4, 5 and 6	The gap will be closed between pupils who are at age related expectations and those children who are not yet at age related in KS2.
Total	£30 480		

Total COVID grant	£80 per pupil x 306 = £24 480 + £6000
Total COVID grant received	£30 480
Total COVID grant expenditure	£30 480
COVID grant remaining	£0