

COVID-19 catch-up premium report - Stone Bay School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	103	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£20,640		

STRATEGY STATEMENT

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest-hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”

Department for Education website, 2020

The purpose of this funding is for Schools to use this funding for specific activities to support their pupils to catch up for lost teaching due to disruption to their education because of coronavirus <https://www.gov.uk/government/publications/catch-uppremium-coronavirus-covid-19/catch-up-premium>

At Stone Bay School, we welcome the additional funding to support pupils in catching up their missed education in the 2019-20 academic year. Our school has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF)

This is a breakdown for financial year 2020/2021 and 2021/2022

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Many pupils have regressed or found it difficult to maintain previously learnt skills due to absence or change in routines at school.
B	Up to 90% of the school population did not attend school for term 4 and 5 leading to regression in some skills and minimal progress in knowledge attainment.

ADDITIONAL BARRIERS

External barriers:

D	Increased parental stresses, leading to increased anxieties.
E	Reduction in access to therapeutic support which has resulted in decreased ability to self-regulate and engage in learning effectively
F	Reduced access to social and community learning which has resulted in isolation and increased risk of harm

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?

Pupil assessment and feedback baseline assessment of all pupils following first National lockdown	Following baseline all pupils individual targets are reviewed and adjusted to ensure that they are challenging and attainable given the amount of school lost during the 1st National lockdown	https://eef.li/ampp/	Teachers and staff supporting pupils will be able to identify key skills lost and create effective plans to ensure they are able to get on track quickly.	SLT /Teachers	Completed November 2020
Purchase of Bag Books to encourage the enjoyment of reading throughout the school.	For pupils to develop their literacy skills through the enjoyment of sharing books with their peers and adults in classes				
Total budgeted cost:					£1000
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?

Transition back to school	SLT, health professionals and PHE time to unpick specific requirements for each individual	<p><i>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible - EEF</i></p>	SLT, health professionals and PHE time to unpick specific requirements for each individual. specific training for fit test PPE and PPE for pupils who require AGP	SLT	
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<p>Access to Technology</p>	<p>4X IPADS per class to enable pupils to learn technology skills and develop communication</p> <p>replace and update smart boards in 6x classroom</p> <p>Purchase Software Pupils have access to equipment which assists teaching and learning</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1670965096</p> <p>EEF –Digital Technology Guidance report.</p>	<p>Teachers and curriculum subject leads to work collaboratively to ensure digital technology is used appropriately with all pupils – training given.</p>	<p>SLT / IT Manager</p>	
					<p>Total budgeted cost: £15,000</p>

Other approaches					
Action Targeted support for individuals or small groups	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?
Therapy sessions booked for individuals	Individuals ability to self-regulate and engage in learning effectively		SLT and Teachers to identify pupils who would benefit from different therapies	SLT	
Wider strategies wider support (parents, or accessing improved technologies)					

<p>Intervention programmes</p>	<p>Online learning for pupils who are isolating on average 20% of pupils are regularly unable to attend school due to the need for them to isolate. Teachers need time to prepare lessons and resources to assist them with this</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1670965096 EEF Digital Technology Report</p>	<p>SLT and teaching staff will be researching the most appropriate online resources for our children.</p>	<p>Teachers – subject leads</p>	
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Pupil Wellbeing	provide all pupils with opportunities to play outside	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor Outdoor Adventure Learning –Teaching-Learning Toolkit During the 1st national lockdown pupils were confined to their houses. Many of our pupils live in flats and had no access to outdoor play.	SLT working with staff across the school to research the best equipment for outdoor learning opportunities for all pupils.		
Total budgeted cost:					£5,000

ADDITIONAL INFORMATION