

COVID 19 catch-up premium report

Sharow CE Primary School



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	95	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7,600		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning and knowledge that is not fully embedded
B	Time to catch-up and bring attainment back on track
C	Access to high quality remote learning during periods of isolation
ADDITIONAL BARRIERS	
External barriers:	

D	Parents being able to support learning in the home environment
E	Lack of experience with remote learning platforms

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?
CPD for teachers: Microsoft Teams training to support effective remote learning	All staff will feel confident to use Teams and its use will make the most of the tools offered.	EEF research Teachers need to be well trained in order to use tools effectively.	Regular monitoring of homework and collaborative learning to ensure efficiency.	JP	Always after a whole group has needed to access remote learning. Half termly
High Quality CPD for all staff – cognitive science; assessment; curriculum design		The basis for high quality teaching and thus better outcomes for children is curriculum design. To implement this effectively, knowledge of cognitive science is necessary and to measure learning, assessment strategies must be employed.	CPD will be sourced from trusted sources. E.g. Teaching Alliance	JP	Jan 2021
Total budgeted cost:					£500
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?
To provide targeted interventions based on gaps analysis	Gaps will be closed	EEF research	Interventions are baselined and end assessed to measure impact.	KD, GS and TC	Termly
GTA hours to deliver targeted interventions	GTA support will be available to deliver interventions required	To maximise impact, interventions need to be delivered regularly and at the right time.	Additional hours will be accrued.	JP	Termly
Total budgeted cost:					£2000
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?
Purchase laptops to allow all children to experience learning opportunities in school that mirror remote learning so that any transition between the two is effective.	When it is necessary to access remote learning, children are familiar with the expectations and can access it without problems.	Pupils need to be proficient in accessing remote learning to enable them to switch to remote learning as easily as possible and to reduce the amount of parental support needed.	Evidence of equipment in the classrooms and school inventory	JP/GS	Dec 2021
Use Microsoft Teams for regular homework.	When it is necessary to access remote learning, children are familiar with the expectations and can access it without problems.	Parents have not always found it easy to support home learning. The school will be able to support parents gradually to become familiar with our chosen platform through regular use.	Feedback from parents, pupils and staff with regard to the ease in which they are able to access remote teaching and homework (which will be offered on this basis to provide opportunities to practice use of systems).	JP	Always after a whole group has needed to access remote learning. Half termly

	Total budgeted cost: £5000
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