Have faith...believe you can!

COVID-19 Catch Up Premium spending report 2020-2021

Number of Pupils on Roll	Funding Received
1,430	£86,400

Aim

The aim of this report is to outline how the school has allocated funding received specifically in relation to COVID-19 for the 2020-2021 year.

Impact of COVID-19 and response

The school has identified a variety of different impacts which can be considered to have been directly (and some indirectly) caused by COVID-19 and the continual educational disruption faced by all children. These impacts, and therefore possible barriers to learning, have been identified as (but are not limited to):

- Stalling of progress in relation to literacy and numeracy skills.
- Less curriculum content being covered, leading to essential knowledge being missed.
- Lack of access to online learning.
- Lack of engagement with online learning.
- The widening of any achievement gaps.
- The progress of vulnerable, Pupil Premium and SEND children.
- Gaps in 'careers and further education' advice and guidance.
- Knowing and understanding prior achievement and ability for Year 7 children.
- Possible long term social and emotional well-being impacted by prolonged and continual absence from the school environment.

To address these impacts (and any further needs which have emerged throughout the course of the academic year) the school has closely considered the evidence based approach of the EEF, particularly strategies which are referenced in the COVID-19 Support Guide for Schools Report.

The broad aims of school spending directly relates to the evidenced based strategies highlighted in this report.

It should be noted that the school considers the primary method of any 'catch-up' is only a supplement to a well-planned curriculum and every child continuously receiving outstanding learning and teaching. The strategies which supplement this approach include (but should not be seen as limited to):

- Supporting outstanding virtual learning and teaching - including access to online learning when required.
- Seeking to provide a coherent pupil assessment structure and maximising feedback.
- Supporting transition at all key stages.
- Providing one to one and small group tuition where the need emerges.
- Intervention programmes where required.
- Extended school time.
- Supporting parents and carers.
- Ensuring all children have access to technology.

Date reviewed: March 2021