

COVID 19 catch-up premium report

Skelton CE Primary School



COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|--------------------------------|--------|------------------------------------------------|-----|
| Total number of pupils: | 17 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £1,360 | | |

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 |
| Total budgeted cost: | | | | | £200 |
| 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: | | | | | £650 |