

John Blow Primary School - COVID-19 catch-up premium report

February 2022



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	181	Remaining funds as of February 2022	£6,130
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STRATEGY STATEMENT

Following the implementation of the Recovery Curriculum, analysis of internal data alongside pupil progress conferences have been utilised to finalise the spending of the Catch-Up Funding at John Blow Primary School. An outline of the spending can be found below – as can be seen from the planning, we aim to utilise the knowledge and expertise of staff in school to offer personalised intervention and support opportunities.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Writing – accuracy of GPAS Skills being applied alongside lack of writing stamina
B	Phonics and early reading – limited opportunities to apply skills brought about by periods of lockdown

ADDITIONAL BARRIERS

External barriers:

C	Home learning and applying skills outside of the classroom
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Planned expenditure for current academic year

<u>Quality of teaching for all</u>					
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?
Release of class teachers to deliver high quality intervention for targeted learners (20 days release across the school)	Pupil progress conferences will be conducted to identify targeted children. Intervention plans will be created, shared and implemented with all staff	Utilising the staff who have the best understanding of the learners in their care is a highly effective way of closing any gaps in learning, motivating learners and ensuring that impact is closely monitored. EEF – Collaborative learning approaches (+5 months) EEF – Feedback (+6 months)	Staff will be provided with time to plan and implement intervention opportunities and these will be reviewed regularly to ensure a maximum impact	BC	Term 4 data point
Total budgeted cost:					£3,380
<u>Targeted support</u>					
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?

<p>Employment of adults to deliver additional opportunities for intervention</p> <ul style="list-style-type: none"> - Reading - Writing - Maths (in class) - Time to Talk - Fun Fit - NELI - Lego Therapy 	<p>Targeted intervention opportunities based on pupil progress conferences</p> <p>Plans to be drawn up by class teachers and implemented by TAs</p>	<p>EEF – Metacognition and self-regulation (+7 months)</p> <p>EEF – Teaching Assistant Interventions (+4 months)</p>	<p>Regular communication between all staff including team meetings, SLT meetings and data input and analysis will maximise the impact of this area of spending.</p>		
Total budgeted cost:					£2,750

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?
Utilising staff to support learners through a mentoring initiative	Children will develop a range of strategies to support their emotional and mental wellbeing and this will enable them to access learning and make progress.	EEF – Mentoring (+2 months)	A creation of a 'Wellbeing Team' incorporating the Mental Health Lead, PSHE/RSE lead and Wellbeing lead will enhance the Buddies System to offer a wider mentoring support programme.	BC/KTB/MF	Half termly

Sharing of information with parents/carers to support home learning	The partnership between home and school will enable children to apply and consolidate their learning outside the classroom.	EEF – Working with Parents to Support Children's Learning (+ 3 months)	Parent Forums will be used as a platform to discuss and explore themes to develop further in supporting learning at home. The implementation of a parent app will support the communication process.	BC/BB/SE	End of term 4
Total budgeted cost:					No cost

ADDITIONAL INFORMATION

Internal monitoring through work scrutinies, lesson drop ins and pupil progress meetings have been used to triangulate the information to formulate this plan; these strategies will continue to be adopted as a way to monitor and track the impact and identify further opportunities to enhance the learning experiences of the children across the school.