



**Eversley Primary School**

*'Be the best you can be'*

## **Covid-19 Catch-Up Premium Report**

<b>Summary information</b>			
<b>Total Number of Pupils</b>	414	<b>Amount of catch-up premium received per pupil</b>	£80
<b>Total catch-up premium budget</b>	£33,120		

<b>Strategy Aims</b>	
<ul style="list-style-type: none"><li>• To reduce the attainment gap between disadvantaged pupils and their peers</li><li>• To raise the attainment of all pupils to close the gap created by Covid-19 school closures</li><li>• To ensure quality first teaching of the recovery curriculum by all staff</li></ul>	

<b>Barriers to future attainment</b>	
<b>Academic barriers</b>	
<b>A</b>	Poor social and emotional skills
<b>B</b>	Poor communication skills
<b>C</b>	Impact of social and emotional barriers due to Covid-19
<b>External barriers</b>	
<b>D</b>	Low attendance rates for some pupils (increased periods of self-isolation or anxieties about returning)
<b>E</b>	Poor engagement with home learning during Covid-19

<b>Planned expenditure for the current academic year</b>					
<b>Quality first teaching for all</b>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Recovery curriculum Whole school CPD on recovery teaching of Reading, Writing and Maths Quality first teaching, including mastery learning Feedback	Missed learning (reading, writing and maths) from school closures are revisited.  Curriculum – core and non-core – is re-designed to ensure that there is enough time to address missed learning.  Clear and consistent assessment and feedback cycle to accelerate progress and attainment of pupils.	Across the school, progress and attainment in reading, writing and maths is lower compared to previous years. A greater focus on core skills and missed learning in reading, writing and maths this year will help children to get back on track with expected attainment and progress.	Staff training  Monitoring of planning and books  Lesson observations  Moderation	Deputy Head	Termly
<b>Total budgeted cost</b>					<b>£8,000</b>
<b>Targeted support</b>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Academic Mentor – English  Intervention materials	Areas of missed learning can be directly targeted and addressed with small groups of children, closing the gap between them and their peers.	Across the school, progress and attainment in reading, writing and maths is lower compared to previous years. Research shows small group tuition impacts on progress and attainment of pupils positively.	Induction and ongoing mentoring by Deputy Head for Academic Mentor  Timetabled sessions to maximise use of Academic Mentor  Monitoring of tuition groups  Regular reviews of groups with teachers and Academic Mentor and leaders of intervention	Deputy Head	Half-termly
<b>Total budgeted cost</b>					<b>£10,000</b>

<b>Emotional Wellbeing and Mental Health</b>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Counselling  Therapies e.g. play therapy  Whole school emotional wellbeing and mental health resources and training	Allow children space to reflect and articulate their own feelings, and to provide children with strategies to support their own emotional and mental health so that they are better placed to access their academic learning.	Children that are struggling with their own mental health are unable to access academic learning fully. Supporting children will enable them to access more fully their learning, impacting progress and attainment.	Using a fully qualified counsellor from a reputable service  Close liaison between school, family and counselling service to facilitate support	SENCO Inclusion Team	Half-termly
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>Other approaches</b>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Additional consumables  Extra-curricular provision  Provision of education courses for parents focusing on supporting children at home more effectively  Resources for supporting home learning  Attendance	Using a range of high quality resources to support with further cases of individual or class isolations will help reduce the gap in children's learning compared to other children.  Maximising attendance of pupils (within current Covid recommended practice) to ensure that the maximum number of children are receiving high quality first teaching in school.	A holistic approach is needed to support the well-being and learning of all pupils, to enable them to catch up swiftly with their learning.	Careful and considered spending of budget to maximise use of funding  Attendance Officer to continue to monitor and track attendance  Attendance incentives  Selection of high quality resources for supporting future home learning in the case of more isolations of individual pupils or classes	Headteacher	Half-termly
<b>Total budgeted cost</b>					<b>£5,120</b>