



## Covid catch-up premium Spend Report 2020-2021

<b>School Name</b>	Darley Dene Primary School
<b>Pupils in school</b>	216
<b>Catch-up premium received per pupil:</b>	£55
<b>Total catch-up premium budget:</b>	£12,000
<b>Academic year or years covered by statement</b>	Forecasted spend for 2020-2021
<b>Publish date</b>	March 2021
<b>Review date</b>	September 2021
<b>Statement authorised by</b>	Sarah Kober
<b>Catch-up premium lead</b>	Sarah Kober

### What is Covid catch-up premium funding?

The government has announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £55 for each pupil in years reception through to 11.

This funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

- The first payment was made at the beginning of the 2020-21 academic year.
- A second grant payment will be made in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used to determine the amount granted. This second grant payment will also take account of the initial part payment made in autumn 2020.
- A third payment will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

### Use of funding

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.



## Our catch-up premium strategy

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures

## Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

We have identified the following barriers:

<b>BARRIERS TO FUTURE ATTAINMENT</b>	
Academic barriers:	
A	Low levels in early reading skills
B	Low levels in early speech and language skills
C	Low levels of literacy in key stage two groups

<b>ADDITIONAL BARRIERS</b>	
External barriers:	
D	Varied experiences of lockdown/home-schooling etc.
E	Opportunities to continue learning at home
F	Opportunities to develop resilience

## Planned expenditure for current academic year 2020-21

The tables below demonstrates how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

<b>QUALITY OF TEACHING FOR ALL</b>				
<b>Barrier</b>	<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Evidence and rationale for this choice</b>	<b>How we will measure the impact of the initiative</b>
A	Benchmarking training, FFT training, phonics training, daily reading with target children. Re-deploy TAs to facilitate 1:1 and small group work	Accelerated progress in reading; improved % of children achieving the standard for meeting the expectation of the GLD, passing the Year 1 phonics screen and a second check at the end of Year 2.	Teachers have identified poor progress in reading and there is no secure data for the academic year 2019-2020. Teachers will benchmark children to gain secure data and then use it to monitor progress.	In-school data. Administer phonics check even though figures will not be published this year.
B	Speech and language training	Accelerated acquisition of vocabulary. Improved articulation of words.	Teachers have reported a language-gap in classrooms. Without wide knowledge and	In-school data. Children's attainment in reading.



### QUALITY OF TEACHING FOR ALL

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
			understanding of words, children are unable to express themselves and access learning.	
C	Benchmarking training for KS2 staff and re-deploy TAs and HLTAs to facilitate 1:1 and small group work	All staff should be aware of how to benchmark accurately in order to provide a secure data base.	Teaching staff have asked for additional training in specific materials so that a standard test can be used across school to give clear data.	In-school data. Administer KS2 tests even though figures will not be published this year.
Total budgeted cost:				£6,000

### TARGETED SUPPORT

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
D & F	Additional resilience training for staff	Teachers and TAs are better equipped to support children in developing their resilience. Clear programme of resilience building for children of all ages in place	Children and families have reported varied experiences of lockdown/home-schooling. Teachers report a greater number of children requiring ELSA type support.	Children should be able to make good academic progress if they are happy and able to enjoy the curriculum. In-school data, ELSA referrals.
E	Purchase resources for children in Year 5 to use during the Summer to support their transition to the final year of primary school	Children maintain knowledge, skills and understanding through Summer holidays ready to make a positive start on the Year 6 curriculum	Children in Year 5 have the least amount of time to 'catch up' during their primary school years.	In-school data recorded on their return to school in the Autumn
Total budgeted cost:				£4,000

### OTHER APPROACHES e.g Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
F	See D.			
Total budgeted cost:				£

