



# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	60	Amount of catch-up premium received per pupil:	£308
Total catch-up premium budget:	£18,480		

### STRATEGY STATEMENT

At North Star 82°, when deciding on how to allocate and spend of COVID catch up premium, we have considered our pupils needs and what strategies will best support them. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes.

Our pupils who missed school during COVID due to self-isolating and shielding would require emotional as well as academic support on returning to school.

For academic support, we have recognized that our pupils learn better within the classroom, relying on built rapport and positive relationships with trusted adults in order to learn and make progress.

Some of our pupils who have self-isolated or shielded during the pandemic would have missed out on many social interactions and will be lacking social skills.

Catch-up priorities:

- Increase pupils resilience for learning
- Build confidence for our learners in the classroom
- Ensure the mental well being of pupils on return to school after extended time out of school due to COVID
- Provide our pupils with social skills support.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	27.7% of our pupils are working below expected in Maths. 43.2% of our pupils are working below expected in Writing. 27.1% of our pupils are working below expected in Decoding 17.1% of our pupils are working below expected in Comprehension.
B	Pupils who are learning from home do not have the ICT skills to access remote learning resulting in gaps in curriculum areas missed.
C	Technology - Some families had issues with access to technology. The school did identify this need and all families were offered loaned devices.

### ADDITIONAL BARRIERS

#### External barriers:

D	Pupils who have family members shielding at home were unable to attend school during COVID-19
E	Some of our pupils who have shielded during the pandemic have been unable to transition back into school – impacting on attendance
F	Social, Emotional, Mental Health Difficulties.

100 % of PP pupils have an EHCP outlining soc

ies.

## 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?
A teacher to do 1:1 targeted intervention for pupils who have gaps in literacy and numeracy. Over 4 terms September 2020 – April 2021.	Targeted/identified pupils will be able to have intense support on any gaps. Intervention teacher to liaise with class teacher, informing of next steps which can then inform planning.	<a href="#">DfE's catch-up premium guidance</a>  <a href="#">EEF's COVID-19 support guide for schools</a>	Analysis of assessment data will show evidence of closed gaps. Hot and cold tasks in English and Maths – evidence of closed gaps  Monitoring will evidence that: <ul style="list-style-type: none"> <li>• Increased confidence in learning.</li> <li>• Identified pupils are making good progress in their knowledge and recall of basic skills and that they are able to apply this in their reading, writing and maths.</li> <li>• Identified pupils make progress in literacy and numeracy</li> </ul>	JT	April 2021
Pupils to be supported in class with additional LSA support – 1 additional member of staff	Targeted/identified pupils will be able to access all learning within the classroom, catching up on	<a href="#">DfE's catch-up premium guidance</a>  <a href="#">EEF's COVID-19 support guide for schools</a>	LSA staff will be employed to support pupils within the classroom, through targeted 1:1 support when needed.  Analysis of assessment data will show evidence of closed gaps.	JG	July 2021



<p>for school. One LSA to be employed for 5 terms. November 2020 to July 2021.</p>	<p>any learning that has been missed, closing any gaps.</p>		<p>ks in English and Maths – ed gaps</p> <p>Monitoring will evidence that:</p> <ul style="list-style-type: none"> <li>• Pupils are in class and ready to learn.</li> <li>• Identified pupils are making good progress in their knowledge and recall of basic skills and that they are able to apply this in their reading, writing and maths.</li> <li>• Identified pupils make progress in literacy and numeracy</li> <li>• Pupils will return to the classroom having engaged in the same learning experiences as their peers as thus ensuring a continuation of provision.</li> </ul>		
<p>Total budgeted cost:</p>					<p>LSA support - £17,875</p> <p>Teacher -£1,584</p>
<p>Targeted support</p>					
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>Social skills groups interventions</p>	<p>Targeted social skill group interventions for pupils who have been absent due to COVID 19. This will support them with mixing with their</p>	<p><a href="#">DfE's catch-up premium guidance</a></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Monitoring of pupils during break times. Staff monitoring of social skills within the classroom.</p> <p>Data collated from social skills group</p>	<p>LD Class Staff Behaviour Team</p>	<p>July 2021</p>

	peers during unstructured times as well as when doing paired work within the classroom. This will also result in improved mental well being.		<p>evidence that:</p> <ul style="list-style-type: none"> <li>Increased number of friendships</li> <li>Reduction in reported negative behavior incidents.</li> <li>Progression in social skills</li> </ul>		
Total budgeted cost:					8 weeks – 2 sessions a week at £16.90 per hour = £270.40
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?
Support staff to support pupils interactions during unstructured times.	Decrease in behavior incidents at break times, healthy mental well being	<a href="#">DfE's catch-up premium guidance</a>  <a href="#">EEF's COVID-19 support guide for schools</a>	<p>Break times will be monitored, ensuring supply staff are supporting pupils out on the playground.</p> <p>Monitoring will evidence that:</p> <ul style="list-style-type: none"> <li>Pupils will earn more points during unstructured times.</li> <li>An increased number of friendships</li> <li>A reduction in reported negative behavior incidents.</li> </ul>	CW	July 2021
Total budgeted cost:					As budgeted for in 'Quality

## ADDITIONAL INFORMATION

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- School context data
- Analysis of attendance records

### EEF Recommendations

The EEF advises the following:

#### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

#### Targeted approaches

- One to one and small group tuition
- Intervention programmes

#### Wider strategies

- Supporting parents and carers
- Access to technology
- Summer support