

POLICY TITLE: COVID-19 Catch-up Premium Report

Persons with Responsibility:

Alex Pearson (Principal)

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Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
2	July 2022	JA	Final catchup funding report	Not applicable.
1	July 2021	JA & AW	New report	July 2022

COVID-19 Catch-up Premium Report

In June 2020, the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (Covid-19). This was especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds. The funding included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year, to ensure that schools had the support required to help *all* pupils make up for missed learning.

Funding was calculated on a per pupil basis, with schools receiving £80 for each pupil from reception to Y11 inclusive, using headcounts from the Oct 2020 census.

Schools were subsequently allowed to carry forward any underspent Catch-up Premium for use in the 2021-22 academic year. This summary report details the underspent funding carried forward for Harriers Banbury Academy (report for the 2020-2021 academic year previously published).

Schools need to publish details of:

- How the grant has been spent
- How the effect of this expenditure on the educational attainment of those pupils at the school has been assessed

COVID-19 catch-up premium spending: summary of underspent funding carried forward to 2021-2022

SUMMARY INFORMATION			
Total number of pupils:	395	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7155	Catch-up Premium spend to date:	£7155
To secure maximum and timely support for our vulnerable pupils, we elected to deploy some of our school budget, and also co-funded support with our PTFA.			

STRATEGY STATEMENT

Our catch-up funding priorities included a range of approaches to help reduce any attainment gap between disadvantaged children and their peers, and to raise the attainment of all pupils to close any gap created by Covid-19 school closures:

- Develop our reading resources to ensure in-school and home learning books match to phonic knowledge
- Continue our phonics training for staff to ensure high quality teaching of phonics, spelling and early reading right across the school
- Provide effective support for the learning of pupils with SEND
- Enhance our technology across the school to maximize learning opportunities
- Use music and drama to develop pupils' resilience, social and emotional health and wellbeing
- Enhance our outdoor spaces and provision, to support transition, wellbeing, behaviour, and learning

Barriers to learning

We know from ongoing monitoring, data analysis (of both attainment and attendance), learning walks, parent and pupil consultations that there are a number of barriers to attainment for our community.

BARRIERS TO FUTURE ATTAINMENT: ACADEMIC BARRIERS

A	Ensure consistent and consistently high standards and outcomes in writing, in all years and with all pupils.
B	Raise attainment of all pupils in core and foundation subjects, including challenge for our more able pupils.
C	Teaching and learning to be consistently strong, using a broad, balanced curriculum with clear intent impact and implementation

ADDITIONAL BARRIERS: (including home learning environment and low attendance)

D	Provide support to help manage behaviour and safeguarding inside and outside of school, including via engaging home learning.
E	Ensure pupils can attend and access learning, using digital devices and platforms plus outdoor learning where necessary.
F	Ensure staff are equipped to provide consistently strong teaching, with phonics, EAL, SEND, and technical upskilling where necessary.

Expenditure for 2021-2022 academic year

Our catch up premium has been utilised to ensure robust classroom pedagogy, targeted support, and effective whole-school strategies.

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 reviewed?
Procure devices for delivery of Lexia, Accelerated Reader, PiXL, and other.	Y2 & Y6 reading, writing and maths combined results above national levels. Accelerated progress from their starting points, across all areas of the curriculum.	Ours is a diverse population, particularly from a socio-economic perspective. We recognized that many pupils would have limited or no access to suitable devices for learning remotely during the pandemic, and all children would benefit from the satisfaction of being able to undertake and complete activities independently.	We allocated devices and wifi dongles to eligible families. We undertook staff training and ensured that children attending as vulnerable pupils also had access if onsite, as well as at home. We had significant parental engagement via new schemes, including Seesaw and monitored work submitted.	SLT	Reviewed: Oct 21, March 22
Total budgeted cost:					£2430 (plus staff time)

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 reviewed?
Drama and music workshops for pupils in Nursery, EYU and KS1.	To develop the resilience, social and emotional health and wellbeing of pupils.	Children returned to school with lower levels of resilience and higher levels of anxiety. This was particularly noticeable in the younger age groups. Fostering resilience, wellbeing and creativity was essential in restoring pupils' ability to engage fully with their learning.	Pupil voice of children before and after learning. External Jemstones provision (qualified teacher)	SLT	Reviewed: Nov 21, Mar 22, July 22
Purchase Reading books which match phonic levels.	To enhance the Sounds Write scheme in place across the school and ensure pupils are able to access texts at an appropriate level.	Research by Reading Lead in school and training from Sounds Write	Phonics screening and Reading assessments termly	SLT	Reviewed: Sept 21, Mar 22, July 22
				Total budgeted cost:	£4725 (plus staff time)

16th July 2022