

# COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	432	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£34,560		

STRATEGY STATEMENT
<p>Mulbarton primary school is committed to ensuring <b>all</b> children achieve their best academically, emotionally and socially whatever their socio-economic background. During lock down children had varying educational experiences with some remaining in school, some well supported at home and some accessing little or none of the education provided by the school. The return to school in September revealed the extent of these experiences and showed the gaps in children’s learning. Over the course of the first half term staff informally assessed the children’s needs and rag rated them in maths, reading, writing and well-being. These results were shared with SLT and decisions were made about the most effective way to support the children to close the gaps in learning. The decisions made were based on the Education Endowment Fund’s COVID-19 support guide for schools (EEF) and the Department of Education’s catch up premium guidance (DfE)</p>

Planned Expenditure					
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?
Two full days of intervention for individual children in key stage 1 alongside daily intervention of key skills	To close the gap particularly in phonics for our younger children.	The school has already seen the impact of targeted intervention for children with specific gaps. This professional knowledge alongside the guidance from EEF has led us to this decision	Baseline and termly tracking of children’s outcomes. Weekly meetings between provider and teachers.	Rebecca Jennings	Termly data drop and weekly informal assessment
Total budgeted cost:					£12,928

Small group intervention across key stage 2 to address targeted gaps in learning provided by two qualified teachers acting in a HLTA role	To ensure gaps in learning are addressed to enable children to continue to build on knowledge and skills for current year	The school has already seen the impact of targeted intervention for children with specific gaps. This professional knowledge alongside the guidance from EEF has led us to this decision	Baseline and termly tracking of children's outcomes. Teacher assessment through strategies such as questioning. Weekly meetings between provider and teachers	Kirsty Savory	Termly data drop and weekly informal assessment
Total budgeted cost:					£18,495
Increased Nurture provision across school	To address mental health concerns for specific children thus enabling them to access learning	Nurture has previously proved successful in enabling children with SEMH barriers to access learning in school	Boxall profile used to enable the support to be specifically linked the child's needs. Termly assessment	Lynsey Kaszczak	Regular meetings between SENDCO and nurture lead. Weekly informal meetings between lead and teachers
Total budgeted cost:					£3,500