



COVID-19 Catch-up Premium Report 2021-2022

SUMMARY INFORMATION			
Catch Up Premium	£6733	Amount of catch-up premium received per pupil:	£33.33 per pupil - final payment of grant - Apr 21 to Aug 21
School Led Tutoring	£2481	School Led Tutoring	21-22 = £202.50 for 60% of pupil premium children (Y1-Y6) Sep 21 to Aug 22
Recovery Premium	£3383	Recovery Premium	21-22 = £145.00 per pupil premium child (Rec-Y6) Sep 21 to Aug 22
Total catch-up premium budget:	£12597		

Catch Up Premium - 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 (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

School Led Tutoring -. The Government is offering schools a new expanded tutoring offer from the start of academic year 2021/22. Schools can now access three tutoring routes as part of the National Tutoring Programme: one of which is School-Led Tutoring. Eligible state-funded schools will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

Recovery Premium - In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Aims for 'Catch up' at Sharples:

- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year. This means that if a child was working at an age-related expectation in a subject in March 2020 (before lockdown) they are working at least to an age-related expectation in that same subject by the end of the year.
- To reduce the attainment gap between disadvantaged pupils and their peers.
- To develop the outcomes of children who have been identified as needing “catch up” in their learning through providing additional support with a focus on basic core skills (including reading) and addressing any gaps in learning.
- To address the mental health needs of pupils that have arisen as a result of the pandemic and put the relevant support in place so that all children are in a regulated state and ready to learn.

Planned expenditure for current academic year 2021-2022

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?	Cost
To raise the profile of theories of action and the impact they have on learning.	Children will be ready to learn Greater collaboration in learning Teaching for all children will be at least good with outstanding features Sharples will be part of an action research group working alongside Bolton University	%of children working at ARE and above in Summer 2021 is lower than Summer 2019. % of children making expected progress in 2020-2021 is significantly lower than 2018-2019. Learning walks show that children are currently passive learners	-Early and regular pupil progress meetings with assessment lead and class teachers to determine needs of the children. -SLT to attend instructional rounds GP to meet with heads of other SAIL schools	GP	Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	£1200
cost:					Total budgeted	£1200
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 will you review this?	Cost

<p>To employ additional staff to deliver phonics intervention in order to bridge the gap in phonics for those children identified as making slow progress or who have fallen behind their peers.</p>	<p>An increased % of children passing the Y1 and Y2 phonics screening checks. Children in Y3 that haven't previously passed their phonics to develop their level of phonics.</p>	<p>% of children working at ARE in phonics in summer 2021 are lower than previous years. Children in EY and Key Stage 1 have had missed phonics learning due to Covid.</p>	<p>-Staff given time to plan and prepare resources -monitoring by KB to ensure high quality teaching of phonics - Phonics tracking grids completed every 8 weeks -Assessment lead to track start and end data.</p>	<p>KB</p>	<p>Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022</p>	<p>£6435</p>
<p>To set up school tutoring sessions to be able to 'plug gaps' in learning for the disadvantaged children in school outside of core teaching.</p>	<p>For children to make progress in their learning by achieving missed KPIS</p>	<p>PPG children that have been identified at pupil progress meetings as: Children's attainment was either below or 'at risk' in Summer 2021. Children made slow or insufficient progress in 2020-2021.</p>	<p>-2 x TAS to deliver school led tutoring -2 x TAS have time to plan and resource their sessions - TA liase with class teacher so they know the children's gaps in learning 2.5 hours per week x 39 weeks -TA to deliver Spring board in maths as a form of intervention 10 hours per week for 39 weeks -Assessment lead to track start and end data.</p>	<p>GP</p>	<p>Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022</p>	<p>£5198 £1609.92</p>

To set up external tutoring via Tutor Trust	For children to make progress in their learning by achieving missed KPIS	PPG children that have been identified at pupil progress meetings as: Children's attainment was either below or 'at risk' in Summer 2021. Children made slow or insufficient progress in 2020-2021.	- Tutor Trust to deliver small group sessions for children in Y5/ 6 focus on reading and maths.	GP AL MS	Autumn 2 2021 Spring 1 2022 Spring 2 2022	£1800
To employ additional staff to deliver intervention in Reading, Writing and/or Maths to identified children across the school.	Identified children make at least sufficient progress.	%of children working at ARE and above in Summer 2021 is lower than Summer 2019. % of children making expected progress in 2020-2021 is significantly lower than 2018-2019.	-Early and regular pupil progress meetings with assessment lead and class teachers to determine needs of the children. -Intervention timetables and focus areas shared with staff. -Assessment lead to track start and end data.	GP AL MS	Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Costs included above

<p>To have a TA to deliver sessions that can support children's mental health, wellbeing and social skills development.</p> <p>One afternoon per week</p>	<p>Children will be ready to learn with their mental health and emotional needs being met.</p> <p>Children in class will be able to focus on 'catching up' with their learning without distraction.</p>	<p>Increased number of children presenting with mental health needs.</p> <p>Increased number of children with Early Helps and referrals to CAMHS.</p> <p>Increased number of children requiring de-escalation strategies during the school day.</p>	<p>-Caseload agreed and reviewed termly with the inclusion lead</p> <p>-Inclusion lead to monitor the quality of the mentoring sessions</p> <p>- Children complete a strengths and difficulties questionnaire at the beginning with targets and outcomes agreed</p> <p>-SDQ reviewed at the end of the term</p>	<p>GP AM JO</p>	<p>Summer 2022</p>	<p>£1287</p>
<p>cost:</p>						<p>Total budgeted</p> <p>£16,329.92</p>
<p>expenditure:</p>						<p>Total planned</p> <p>£17,529.92</p>

Impact of funding on learners 2021-2022

Quality of teaching for all				
Action	Intended outcome and success criteria	Details of work	Evaluation/Impact on learners	Cost
To raise the profile of theories of action and the impact they have on learning.	<p>Children will be ready to learn</p> <p>Greater collaboration in learning</p> <p>Teaching for all children will be at least good with outstanding features</p> <p>Sharples will be part of an action research group working alongside Bolton University</p>	<p><u>Autumn Term</u></p> <p>Instructional round completed in school and Theories of Action compiled</p> <p>GP attended SAIL meetings and conference</p> <p>MS/AL completed coaching training</p> <p>Network with schools established</p>		
				Actual cost
Targeted support				
Action	Intended outcome and success criteria	Details of work	Evaluation/Impact on learners	

<p>To employ additional staff to deliver phonics intervention in order to bridge the gap in phonics for those children identified as making slow progress or who have fallen behind their peers.</p>	<p>An increased % of children passing the Y1 and Y2 phonics screening checks. Children in Y3 that haven't previously passed their phonics to develop their level of phonics.</p>	<p><u>Autumn Term</u> – TA 3 employed for 10 hours a week to support in KS1 and deliver additional support. This has had to be postponed due to change of role for PPA cover. Phonics has been delivered in a small group during RWI and at lunch time for targeted children.</p>	<p>RWI scores show progress for the phonic interventions. 80% of Y2 children passed phonics screening test.</p>	
<p>To set up school tutoring sessions to be able to 'plug gaps' in learning for the disadvantaged children in school outside of core teaching.</p>	<p>For children to make progress in their learning by achieving missed KPIS</p>	<p><u>Autumn Term</u> 2 x tutors in place. 1 to deliver 10 hours support for identified children in reading and maths. 1 TA employed to deliver catch up for identified Y6 children 30 mins per day. Training program does not have to be completed as both qualified teachers.</p>	<p>Lunchtime, afternoon and after school intervention groups are in place. From discussions with the staff it is clear that the children are making progress. Next round of assessments in Spring term.</p>	

<p>To set up external tutoring via Tutor Trust</p>	<p>For children to make progress in their learning by achieving missed KPIS</p>	<p><u>Autumn Term</u> – Tutor Trust delivered weekly sessions for PP children.</p>	<p>The evaluation from the tutor shows progression in confidence and attainment within the sessions.</p>	
<p>To employ additional staff to deliver intervention in Reading, Writing and/or Maths to identified children across the school.</p>	<p>Identified children make at least sufficient progress.</p>	<p>1 TA to deliver 10 hours support for identified children in reading and maths. 1 TA groups did not take place in Autumn 2 due to staff cover</p>		

<p>To have a TA to deliver sessions that can support children's mental health, wellbeing and social skills development.</p> <p>One afternoon per week</p>	<p>Children will be ready to learn with their mental health and emotional needs being met.</p> <p>Children in class will be able to focus on 'catching up' with their learning without distraction.</p>	<p><u>Autumn Term</u></p> <p>To start in the Spring Term.</p>	<p>Sessions have started for four groups of two children.</p>	
				Actual cost:
				Total cost: £