THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	January 2021
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SEPTEMBER 2021
The Priory Primary School		
COVID (Catch Up) Premium Report 2020-21		
HEAD TEACHER	**MIKE STEWART**	
CHAIR OF GOVERNORS	**JONATHAN PENDER**	

What is the Catch Up Funding Premium?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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

How will The Priory Primary School spend the COVID Premium money?

During **2020-2021** The Priory Primary School had a budget of **£14,100**

The school will use this funding in a variety of ways including:

- The purchase of 2 interactive whiteboards and 2 desktop computers for our learning hub areas.
- The purchase of 10 mobile devices (IPADS) and protective cases to support the learning of children in the learning hub.
- The purchase of a number of mobile applications and intervention (e-learning) resources to support the specific needs of vulnerable pupils.
- The purchase of NFER assessment materials to allow comprehensive (early) assessment following the school's closure due to COVID.
- Small group and 1:1 remote and onsite tutoring for children identified through early assessment as having significant learning gaps as a result of the COVID school closures.

Academic Year: 2020/21	Total Premium= £14,100	Date Updated: 22.1.21	

What Key indicator(s) are you going to focus on?	Total Carry Over Funding:
Improving the provision of online / e-learning for vulnerable students and children with assessed gaps in learning due to the school closures. Combinations of improved hardware, software and online tutoring will result in increased progress allowing identified pupils to catch up with their peers.	**£0**

Key indicator 1: **The development of the computing hardware in the learning hubs in order to support the teaching and learning (and online tutoring potential) for identified / vulnerable students.**	Funding allocated: **£2360**
	Percentage of total allocation: 16.8%

Intent	Implementation	Impact	Sustainability and suggested next steps:
To improve the hardware in the school's two key learning hubs by purchasing interactive white boards and accompanying desktop computers thus allowing the selected pupils the ability to have 1:1 and small group education using electronic programmes and applications.	To purchase two interactive screens – 1 for the Y3/4 learning hub area and the second for the Rocket Room. To timetable support for the two learning hubs – including interventions and tutoring of Key Stage 1 children in the afternoons via the Rocket Room.	Children have access to interactive technology, resulting in greater engagement and support of visual and kinaesthetic learning needs. The learning hub areas can be utilised for 1:1 and small group tutoring via the new integrated hardware.	The new hardware can be maximised to support a wider range of pupils. Online tutors scheduled to support the needs of specific pupils via the interactive screens.

Key indicator 1: The development of the computing hardware in the learning hubs in order to support the teaching and learning (and online tutoring potential) for identified / vulnerable students.			Funding allocated: **£3339**
			Percentage of total allocation: 23.7%
Intent	**Implementation**	**Impact**	**Sustainability and suggested next steps**
To supplement the existing mobile tablet devices for specific use in the Learning Hubs or to support pupils with specific learning needs.	To purchase 10 IPAD devices and 10 high strength cases. To install all the relevant applications and e-learning programmes to support the children of the learning hub. To timetable the IPADs use to ensure that those children with specific learning requirements can integrate this technology into their daily learning.	Working in harmony with the Interactive screens in the learning hub (see above) and the range of applications (see below), the specific learning needs of the identified / vulnerable students and pupils in the learning hub are addressed and gaps in learning are met.	To integrate Clicker 8 (Pre-purchased) onto the IPADS to support the writing process in class and gain maximum benefit for our pupils.

Key indicator 2: **The increase of the computing software / learning applications to support the specific needs of identified / vulnerable students.**			Funding allocated: **£1500**
			Percentage of total allocation: 10.6%
Intent	**Implementation**	**Impact**	**Sustainability and suggested next steps**
To research which software packages, programmes and online applications best compliment the learning needs and requirements of identified students	SENCO and Curriculum Lead to research and suggest a range of online applications and programmes that will suit both the learning needs of our identified / vulnerable students. SENCO to shortlist the applications to meet the specific needs of the key children and to purchase the applications for the correct number of devices. LSAs provided with time to familiarise themselves with the applications and to build in the use of these programmes into the general support of the children. Headteacher, SENCO and Curriculum Lead to monitor the impact of the applications and adapt their use accordingly.	The targeted impact of the various applications supports the individual needs of the children and key core skills (language development, phonics, reading development, times table fluency, arithmetic) all improve.	To implement specific programmes more holistically across the school to benefit the needs of a broader range of pupils.

Key indicator 3: The ability to assess accurately and consistently through the school allows a better understanding of the impact of the school closures and allows specific pupils (in addition to vulnerable students) to be identified for additional support.			Funding allocated: **£904**
			Percentage of total allocation: 6.4%
Intent	**Implementation**	**Impact**	**Sustainability and suggested next steps**
To purchase a comprehensive assessment scheme for the school (NFER) to allow ongoing summative assessment of the children's current level of attainment and the specific areas of development.	NFER assessment materials to be purchased for all primary year groups and used to assess the pupils I September (early baseline) to understand the combined impact on the school closure and any 'summer dip'. Assessment results allow intervention groups to be established and an identification of pupils (in addition to our vulnerable students) who require additional support / tutoring in order to close the gap caused by the school closure. A register of need is established to identify the specific requirements of key pupils.	Due to the consistent approach to assessment – the progress (or lack of progress) can be monitored and addressed allowing the right support to be provided to the children. This includes a specific identification of those children who would benefit most from small group or 1:1 (live and remote) tutoring. The ultimate impact being that gaps in learning will be reduced for a wider number of pupils.	Summative assessment will sit in harmony with the ongoing formative (Target Tracker) system which the school has in place.

Key indicator 4: **The learning gaps of specific students and vulnerable students are targeted through 1:1 and small group tutoring – both online and live.**			Funding allocated: **£5997**
			Percentage of total allocation: 42.5%
Intent	**Implementation**	**Impact**	**Sustainability and suggested next steps**
To provide targeted support for identified pupils (approximately 20 students) through online and live tutoring.	To source high quality local tutors or LSAs with the potential for providing effective – impact tutoring to address the learning gaps created by the school closure(s). To identify (through assessment) approximately 20 students for small group and 1:1 tutoring. To ensure key objectives / learning gaps have been identified and an ambitious target is set for each pupil which teacher and tutors will work together to achieve. Approximately 20 students to receive approximately 10 hours of high impact intervention tutoring – targeting a specific area or range of learning gaps. Tutoring provided by skilled LSAs or high-quality tutors in school hours or after school / weekend. To ensure safeguarding and child protection is in place for all tutoring.	The targeted intervention and quality tutoring helps support pupils most in need / vulnerable students. Children undertaking the tutoring show demonstrable progress and gaps caused by COVID school closures are reduced. Noticeable and measurable (via Target Tracker) progress is recorded and attributed to harmony of quality in class support and tutoring.	To consider future links with locally sourced tutors.