



## Covid-19 Catch-Up Premium Report

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

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	102	<b>Amount of catch-up premium received per pupil:</b>	£240
<b>Total catch-up premium budget:</b>	£24,480	<b>Payment breakdown</b>	Autumn 2020 £5,400 Spring 2021 £8,880 Summer 2021 £10,200

### Covid –19 Catch-up Premium: Rationale

In June 2020, a billion pound fund for education was announced by the government. Further guidance has now been released: (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £240 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning that Delamere School will be in receipt of £24,480 (102 x £240). The spending of this money will be the responsibility of school to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation (E.E.F.) has published a support guide for schools with evidence-based approaches to catch-up for all students ([https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf))

## STRATEGY STATEMENT

As a school Delamere stayed open throughout the Covid Pandemic. Children were not kept away from school unless they had symptoms or were isolating following Government guidance. Attendance levels remained higher than most schools nationally particularly SEN schools.

However this does not mean that the children and their families were not affected or that their education was not disrupted.

We have used our Covid Catch-up Funds to address existing school priorities as well as directing funds towards areas of need which arose as a direct result of the Pandemic.

The aims of our strategy were;

- To raise Reading Attainment for all.
- To support families and reduce the gap between those disadvantaged pupils and their peers.
- To support pupils returning to school with high anxiety and increased social, emotional difficulties following periods of absence.

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## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT / KEY AREAS FOR SUPPORT

Enter details here	
Area of Need	Further Information
A	<p>Reading Development</p> <p>More time spent inside using technology has added even further barriers to young people at Delamere who are already disadvantaged. Although we remained open throughout for all children who needed / or wanted a place, they were still impacted by family stress and their own anxieties connected to life being different.</p> <p>Needing to stay in class bubbles / not moving around corridors meant that children could not access the library. We decided to make Reading a whole school priority and work with a consultant from One Education to develop a whole school reading culture. This has involved refurbishing the library, purchasing new books, training staff, setting up a pupil Book Club, investing in a validated Phonics scheme and more.</p>

B	Physical, mental & emotional wellbeing	<p>Withdrawal of health services, lack of social care services such as respite provision, pressures on family life, awareness of the national situation by watching the news, hearing conversations, seeing people in masks etc, changes in daily routines by not being able to see family and friends, go out socially etc all had an impact on the children at Delamere.</p> <p>Some in particular demonstrated high levels of emotional anxiety or physical deterioration. The facilities in our Outdoor Learning area were prioritised for funding as those activities were safer for the school community due to fresh air, and improved emotional wellbeing as well as physical strength.</p>
C	Family Stress	<p>The same withdrawal of services mentioned above affected parents as much as their children. Alongside the national pressures of job insecurity, financial hardship etc. Our Family Liaison Officer was needed more than ever before, providing support in the form of food parcels, facilitating access to healthcare, or social services and being a sympathetic listening ear.</p>

## Planned Measures

	Area of Need	Chosen Action/Approach	Evidence & Rationale	Success Criteria	Cost	When will we review / what has the impact been
A	School Priority to raise attainment and further engagement in reading	<p>Refurbishment of library (As part of a wider strategy to develop a whole school reading culture. Linked to One Education Reading Award.</p> <p>Purchase of new books to ensure that the library is equipped with a wide range of children's literature with diverse authors, characters and storylines.</p>	EEF Covid19 Support Guide – Supporting great teaching.	Library is fit for purpose and a place where children can build a love of reading / take part in activities such as Book Club and Phonics sessions.	£12,852	Autumn 2022

B	Improving Mental, Physical and Emotional Health by spending more time outside.	Installation of cycle track.	EEF Covid19 Support Guide – Transition Support	Some children with high anxiety are still not entering the school building. Improved facilities on the school field will allow us to gradually build confidence working towards resuming normal school routines.	£7960	Autumn 2022
C	Support for parents during Pandemic	Increased hours for Family Liaison Officer from 3 to 4 days a week.	EEF Covid19 Support Guide – Supporting parents and carers.	Parents and families get the support they need in whatever way / issues either caused or exacerbated by Covid19.	£3,668	Autumn 2022
Total budgeted cost:					£24,480	

## Planned Expenditure

Resource	Cost	Area of Need
Installation of Library	£11,206	A
Reading Books	£706	A
One Education Reading Award	£940	A
Additional hours for FLO up to 31.12.21	£3,668	C
Contribution to Cycle Track	£7960	B

