

**Tor Bridge Primary School Coronavirus (Covid-19) Catch Up Premium**

<b>Summary Information</b>			
Total Number of Pupils Eligible	174	Total Catch Up Premium	£13,920
<b>Planned Expenditure</b>			
<b>The Catch Up Premium will be used to support the funding of the following strategies:</b>			
<i>The three headings below have been taken from the EEF Covid Support Guidance for Schools.</i>			
<b>1. Teaching and Whole School Strategies</b>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Identify particular areas where pupils have forgotten or misunderstood key concepts in the core subjects.	Baseline Assessments in Reading, SPAG/Phonics Writing and Maths for all year groups	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	
Assess the wellbeing of learners so staff are able to provide effective and timely support.	All children complete the 'I wish my teacher knew...' activity.	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced.	
<b>2. Targeted Support</b>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
To improve attendance, punctuality and learning outcomes for pupils.	Early Morning Learning for all year groups.	EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	
Close gaps in vocabulary knowledge, narrative skills and active listening in the early years due to the pandemic.	Nuffield Early Language Intervention Speech and Language Therapist screens all children on entry to Reception	Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers.	
Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils.	Trust Intervention Teacher to provide tailored support 1:1 and in small groups for disadvantaged pupils.	Baseline assessments show that pupils in the three highest percentage classes of disadvantaged pupils in the school, performed the poorest.	
Close gaps in Reading, Writing and Maths identified in baseline assessments which are caused by the closure of schools.	Small group intervention for SPAG/Phonics, Reading and Maths.	Baseline assessments showed the specific children who had forgotten or misunderstood key concepts in the core subjects.	
<b>3. Wider Strategies</b>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Ensure all pupils attend school and return to normal educational routines as quickly as possible.	Regular meetings with EWO, School Attendance Officer and School Inclusion Lead	Education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.	