Crockham Hill CE Primary School
COVID Catch Up Funding report 2020-2021

COVID Catch Up Funding is awarded to all schools based on the pupil numbers in the October 2020 census, at a rate of £80 per pupil	
COVID Catch Up awarded for the financial year April 2020 – March 2021	
Number of pupils on roll October 2020	138
Funding based on £80 per pupil	£11,040
Payments received September 2020	£2,860
Payments received Spring 2021	£3,626
TOTAL to March 2021	**£7414**
(Payment due Summer 2021	*£4,554)*

Summary of Intention for COVID Funding September 2020 –March 2021

To support the education of pupils who have lost learning time and fallen behind as a result of the COVID pandemic:
  To enable identified pupils to reach their expected potential as expected before the closure of schools.
  To help children with new levels of anxiety be able to access class learning effectively.

Planned expenditure September 2020 – March 2021

Item	Cost	Objectives	Expected Impact
Additional teachers in place: 1 in KS1 and 1 in KS2	£4,000 (contributing to costs)	To enable children to be taught in smaller, year group specific groups rather than mixed age classes for English, Maths and Science.	Progress and attainment of identified pupils to be tracked and to show accelerated progress to make up lost learning as a result of Lockdown.
Play therapist	£2,000	Work with individual children who demonstrate anxieties eg, about coming to school, current learning, etc. This will help them to deal with specific issues of mental health and well-being identified as arising from lockdown	Firstly anxiety levels are seen to drop, then attendance improves for these children and this will be followed by improved progress and attainment.
Teaching assistants employed in each class.	£1,414 (contributing to costs	To give class teachers the ability to work with small groups and individuals from their class immediately to address gaps in learning/misconceptions OR ask TAs to do this depending on what is required.	This will remove the disadvantages of children not being able to access current learning successfully. Identified pupils make accelerated progress