



Catch up Premium Spending (Targeted Support at Bernards Heath)

Following two national lockdowns where schools had to close to the majority of pupils the Government provided a grant with the aim of positively impacting on the learning and progress of children following their return to school.

At Bernards Heath we worked around these 5 principles:

1. We returned to what we know Schools are places of routine and structure - even if these routines had to change, the predictability of the school day is hugely reassuring for many.

2. Teachers are trained to respond to what's in front of them - There is no such thing as 'normal' when it comes to learning. All learners are individual and teachers respond to where the young person is, not where anyone says they should be.

3. 'Learning' (in this context) is a verb, not a noun - This means that we can't lose learning like it's a tangible thing. Some learning just hasn't taken place yet. Young people will take the lead from us, so if we don't talk of 'catching up', they won't feel they need to.

4. It was back to school, not back to learning - As adults, we can look back and see that school was one place where we learned, but not the only place. Some children will have learned huge amounts during this time, just in unexpected ways.

5. We don't know what we don't know - We can only speculate what the impact of the pandemic will be on young people in the longer term. Yes, unfortunately for some it will have taken a great toll, but for others they will have built their character in ways we didn't know possible

Dragonfly: Impact Education

Dates for Funding	
Autumn 2020 –based on the latest available data on pupils in mainstream schools	
Early 2021 – based on updated pupil and place data. This payment also took account of the initial part payment made in autumn 2020 so that schools received a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.	
Summer 2021 term - a further £33.33 per pupil or £100 per place.	
https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium#eligibility	
Funding received Autumn 2020	£5,140



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Funding received Spring 2021	£7,000
Funding received Summer 2021	£8,660
Funding spend December 2020 to February 2021	£2,524
Funding spend April 2021 to July 2021	£11,852
Funding spend September 2021 to December 2021	£4,062

How was the grant spent?	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	How has this been monitored and by whom?
<p>With the 5 principles in mind, in spring and summer 2021 we employed two teachers with qualified teaching status to support learning in Year 2. They worked for three mornings a week across two classes. In addition an existing teacher worked an additional morning to support the third class. In the autumn term, one teacher was employed to work for two mornings a week across the year 2 classes. This teaching was planned following analysis of need in each class. These members of staff are referred to as targeted support teachers (TSTs).</p> <p>The focus was on working in close partnership with class teachers to deliver on key priorities that form the end-of-year expectations.</p>	<p>Leaders along with their year-group colleagues scrutinised our existing curriculum and identified key priorities for teaching. These priorities were moderated with the next year group, including Y3 at the Junior School, leading to planned continuity into the autumn term.</p> <p>The curriculum was not narrowed and priorities represented the broad and balanced curriculum we offer.</p> <p>Senior Leaders met with teachers for pupil progress meetings to monitor individual and group progress towards achieving the key priorities for the year group.</p>	<p>Year-group leaders monitored progress towards key priorities through year-group meeting discussions, planning and book reflection.</p> <p>Senior leaders monitored progress towards key priorities in pupil progress meetings.</p> <p>Learning observations and teachers' appraisals focused on the impact of work towards key priorities.</p> <p>Governors have monitored spending and impact at resources and leaders for learning meetings.</p>