**Coronavirus (COVID-19) Catch-Up Premium Funds Allocation**

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| **COVID catch up monies** | **Income** | **Teacher extra hours - tutor support** | **Emotional resilience coaching** | **Technology improvements** |
| Bomere | 10400 | 5564 | 1550 | 3286 |
|  |  |  |  |  |
|  |  |  |  |  |
| Rationale |   | **Teacher input - EEF highly recommended** | **Emotional wellbeing** | Building long term |
|   |   | High Quality | **Potential barrier to learning** | abilities to ensure all pupils  |
|   |   | NQT | Resilience and emotional | can access learning  |
|   |   | Specialist in English and Phonics | Wellbeing of pupils | medium and long term |
|   |   | Focused weekly on  | Sessions to involve parents, staff and pupils | to avoid further gaps  |
|   |   | child's needs | Long term strategies  | developing |

Assessment will be undertaken as a baseline through the first half of the Autumn term 2020.

Outcomes will be measured in a number of ways; not all of which are data led. We undertake termly assessments of pupils in subjects but also monitor emotional wellbeing through behaviours presented in class and beyond, numbers of referrals, incidents and questionnaires from pupils, parents and staff. Teacher’s will also feedback on pupils’ ability to access learning and any outstanding barriers.

As the teachers are all employed on site, they will hold frequent updates with class teachers regarding progress and next steps with a focus on adapting for maximising impact throughout.