

Catch-Up Premium Plan Ecclesfield Primary School

Summary information					
School	Ecclesfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,240	Number of pupils	404

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). All children will have been impacted in some way, particularly vulnerable and disadvantaged pupils. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

In June, a £1 billion 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>)

The catch-up premium is funded on a per pupil basis at £80 per pupil from Foundation Stage to Y6. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time
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<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown (Barriers to future academic and external attainment)

Maths	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
Writing	Children’s stamina for writing has been significantly diminished. There are gaps in the children’s understanding and application of spelling and grammar rules. This further inhibits the children’s ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year , 2 and 3 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.
Non-core	The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three half terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children’s learning in the wider curriculum can be supported effectively.
Emotional and Wellbeing	Children’s experiences from March will have varied dramatically. School is aware of many of the adverse experiences but the impact of these may not be seen initially. Children’s return to school has also been different in the challenges that this presented. It is important to stay vigilant and to be prepared to support the children’s emotional and mental wellbeing at any point during the school day and within the academic year.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) This plan supports the recovery curriculum plan

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	How will this be reviewed?
Quality Teaching				
Quality first teaching will ensure attainment will continue to improve for pupils who are underperforming. Pupils will be supported to reach age related expectations in reading, writing and maths and the wider curriculum .	Additional teaching staff attributed to year groups to support teaching, learning and transition. EYFS Additional TA Level 3 (qualified teacher) 5 days per week Y1 Additional year 1 teacher 1 day per week Y3 Additional class teacher 2 days per week Y4 Additional TA level 3 fulltime and an additional teacher starting in spring 2 2021 2 days per week Y5 HLTA 5 days per week Y6 Additional Year 6 teacher 2 days per week		RB	Data drops termly Progress meetings termly
Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.	Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching e.g. <i>White Rose Premium, music, circle time resources, PSHE, Historical Association, Geographical Association, DATA etc</i>		HT	Progress and attainment data
			Total budgeted cost	£19, 419

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Pupils' are able to catch up and the attainment gap is reducing allowing for improved outcomes in reading, writing and maths	Additional teaching hours to lead small group interventions/tuitions and 1-1 support https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/		SENCO	Attainment data termly

Pupils' are able to catch up and the attainment gap is reducing between disadvantaged pupils and all pupils allowing for improved outcomes in reading, writing and maths	Access to the National Tutoring Programme(NTP) providing extra support to help (disadvantaged) children catch up/close the gap in reading, writing and maths. https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/	Benchmarking data and exit data	SENCO	Attainment data termly
Improved expressive and receptive vocabulary, listening and narrative skills including phonological awareness and letter-sound knowledge	Nuffield Early Language Intervention Programme (x20 week oral language programme for 4-5 year olds delivered small group or 1:1) https://educationendowmentfoundation.org.uk/covid-19-resources/neli/neli-faq/#nav-nuffield-early-language-intervention-faq		RB	Reading/pho nics data
To increase learning time to provide additional academic and pastoral support to particular pupils before and after school improving other outcomes.	Extended the length of the school day supporting children learning as well as improving outcomes. including attendance and behaviour. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/		RB	Attainment data
Total budgeted cost				£5,866 £600 £6,466

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Pupils' are able to access technology in order that they can learn effectively at home.	<i>New laptops for use at home to be purchased (15 Laptops and 15 Tablets were provided by the DFE).</i> <i>Additional laptops to access remote leaning from home</i> <i>Providing packs for individual pupils so they can access home learning.</i>		HT	Attendance registers for remote learning
Pupils' positive mental health and wellbeing ensures that they are able to return to school ready to learn	<i>TISUK whole staff training - returning from Lockdown sessions with TISUK practitioner</i>		RB	Pupil voice

Pupils' confidence and well-being is supported through a wide range of activities within a broad curriculum such as sport, music and drama	<i>Charanga music curriculum</i> https://charanga.com/site/ <i>Learn to sing -Sheffield music hub</i>			
Total budgeted cost				£5,690 £850 £1,495 £8, 035
		Cost paid through Covid Catch-Up		£33,920