

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	215	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17,200	The spring term allocations will be calculated using updated pupil and place data (Oct 20 census pupil numbers); the original allocations were calculated using October 2019 pupil numbers.	

STRATEGY STATEMENT

STRATEGY STATEMENT

In June, a £1 billion fund for education was announced by the government to support pupils in catching up on any lost learning due to the effects of the Covid 19 pandemic. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers. The spending of this money will be down to schools to allocate according to the needs of the pupils. 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.

Spending:

At Elmridge, the catch-up funding will be used to purchase resources that will have an impact on the attainment and achievement of all pupils. It will also be used to fund additional support staff to work with pupils who have been identified as having fallen behind in their learning.

Aims

The broad aims for "catch up" at Elmridge:

All pupils to make at least a year's progress according to the school's internal tracking system from March 2020 to March 2021

In July 2021, the number of pupils reaching age related expectation being broadly in line with pre-2020 levels.

The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Strategy

Early in the autumn term, pupils will be assessed on their basic skills to identify gaps. Teachers will adapt teaching accordingly and interventions will be scheduled to begin as soon as possible.

The core skills will require increased curriculum time across all year groups particularly during the autumn term. These skills include: phonics, handwriting, spelling of high frequency words, basic sentence punctuation, times-tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Specific time dedicated to mental health, wellbeing and social skills development, will be included on each class's timetable. These will include yoga, deep breathing, walk and talk on the school mile track, class aerobics and daily well-being challenges.

Ongoing additional support for the development of basic core skills will be provided for specific pupils. This support will involve the use of existing staff and external staff providing small group and one to one interventions. External staff sourced through the National Tutoring programme may be used to deliver the interventions. This support will be dependent on need, as identified through ongoing assessment.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase supplementary laptops to ensure that pupils have one laptop each.	<p>Key Stage Two pupils' attainment will improve across all subjects where laptops are used.</p> <p>Booster group activities with whole class using laptops will be more effective and lead to higher attainment.</p> <p>Engagement levels across all lessons that involve the use of laptops will improve.</p>	<p>Catch-up/booster programmes using websites such as Reading Plus will be delivered more effectively with additional laptops so each pupil is guaranteed their own laptop.</p> <p>Classes have increased from 30 to 32 pupils in Key Stage Two from September 2020. Supplementary laptops are vital to ensure each pupil has one each for use in all subjects.</p> <p>The money can also purchase two additional laptops so pupils are not affected if laptops are being repaired or not working effectively</p> <p><i>EEF – access to technology – page 6 – Covid support guide for schools</i></p>	<p>Zoe Pilkington will oversee the introduction of the new laptops.</p> <p>Zoe will receive support and advice from Jamie Bates who provides external technology advice and support.</p> <p>Internal tracking systems are used to monitor pupils' progress. End of unit and end of term assessments will also be used to support on-going teacher assessment.</p> <p>Subject leaders will monitor progress in their subject and will receive half-termly updates on the attainment and progress of pupils in their subjects.</p> <p>On-going feedback from teachers to subject leaders on the effective use of IT in lessons</p>	Zoe Pilkington – AHT and computing lead	On-going feedback on the impact of the additional laptops in whole class teaching and booster groups
				Total budgeted cost:	£2,310

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Establish catch-up groups for Year 1 and Year 2 phonics	<p>Pupils make accelerated progress in phonics through the academic year</p> <p>Pupils catch up ground lost in phonics due to the break in face to face teaching from March to July</p> <p>Year 1 pupils receiving the phonics intervention pass the phonics screening test in the summer term 2021</p> <p>Year 2 pupils receiving the intervention make more than expected progress in their phonics and pass the phonics screening test in the summer of 2021</p>	<p>Pupils missed vital face to face phonics teaching during the summer term of the previous academic year.</p> <p>The impact of this was evidenced in the assessments completed at the beginning of the 2020-21 academic year.</p> <p><i>One to one /small group tuition</i> <i>EEF- Covid support guide for schools page 5</i></p> <p><i>Intervention programmes</i> <i>EEF Covid support guide for schools page 5</i></p>	<p>Pupils in the Year 1 phonics group will be monitored by the internal tracking system.</p> <p>The class teacher and the English subject lead will work with the teaching assistant delivering the sessions, regularly evaluating the sessions and monitoring progress of individual pupils.</p> <p>The phonics screening test and progress against the letters and sounds phases will be used as a key assessment tools.</p>	Sandra Lynch TA, supported by Zoe Pilkington- English lead	<p>End of autumn term 2020, Spring term 2021- groups will be reviewed</p> <p>Year 2 groups will be reviewed after the phonic screening check in December 2020</p>

<p>Deliver maths intervention sessions in year groups where significant gaps in pupils' knowledge and skills are identified</p> <p>Year 2- Sally Diamond- Review Year 1 objectives</p> <p>Year 3- Vicky Lowe- Pre teach including previous year's objectives</p> <p>Year 6 -Sally Diamond- Year 5 catch-up and number and calculation focused work</p> <p>One to One interventions for a number of vulnerable pupils- Vicky Lowe and external tutors.</p>	<p>Pupils reach the expected standard for their year group by the end of the academic year.</p> <p>Pupils make more than the expected progress in mathematics from September to July</p> <p>Pupils catch up on any areas lost learning in mathematics due to Covid 19</p>	<p>Pupils missed vital face to face maths teaching during the summer term of the previous academic year.</p> <p>The impact of this was evidenced in the assessments completed at the beginning of the 2020-21 academic year.</p> <p>Gaps in knowledge within mathematics can have a significant impact on future mathematical progress as concepts and knowledge are built upon systematically year on year.</p> <p>A number of vulnerable pupils could not engage as effectively with the remote learning tasks set during the first lockdown. We have targeted pupils for one to one tuition who have lost the most ground.</p> <p><i>One to one /small group tuition</i> <i>EEF- Covid support guide for schools page 5</i></p> <p><i>Intervention programmes</i> <i>EEF Covid support guide for schools page 5</i></p>	<p>The class teacher will regularly meet with the TA/support teacher delivering the interventions to discuss the effectiveness of the additional sessions.</p> <p>The assessment coordinator will oversee the progress of the pupils receiving targeted support and report to the SLT. They will meet the class teachers and the staff delivering the sessions, at least half-termly, to review progress and add/remove pupils where necessary.</p>	<p>Sally Diamond – cover and support teacher</p> <p>Vicky Lowe- Key Stage Two TA</p> <p>Zoe Pilkington- assessment coordinator</p>	<p>End of autumn term 2020 for all groups.</p> <p>Groups reviewed every half term thereafter.</p> <p>Year 6 group reviewed after practice SATs in December and Mock SATs in February.</p> <p>Discussion on attainment and achievement of pupils receiving funding will take place at termly pupil progress meetings</p>
---	---	--	---	--	---

<p>Establish small group interventions to support in the following areas of English:</p> <p>Basic punctuation in Year 3</p> <p>Reading comprehension in Years 3 and 4</p> <p>One to One interventions for a number of vulnerable pupils- Vicky Lowe</p>	<p>Pupils reach the expected standard for their year group by the end of the academic year.</p> <p>Pupils make more than the expected progress in Reading from September to July</p> <p>Pupils catch up on any areas of lost learning in reading and writing objectives.</p>	<p>From March to July pupils lost out on regular guided reading with an adult. A number of pupils who were already below the expected standard for their class lost more ground on their peers.</p> <p>The school was not able to deliver the regular writing practice across all subjects in a structured classroom environment from March to July 2020. As a result, standards of punctuation in some pupils' writing dropped.</p> <p>A number of vulnerable pupils could not engage with the remote learning tasks set. We have targeted pupils who have lost the most ground for one to one tuition.</p> <p><i>One to one /small group tuition</i> <i>EEF- Covid support guide for schools page 5</i></p> <p><i>Intervention programmes</i> <i>EEF Covid support guide for schools page 5</i></p>	<p>The class teacher will regularly meet with the TA/support teacher delivering the interventions to discuss the effectiveness of the additional sessions.</p> <p>The assessment coordinator will oversee the progress of the pupils receiving targeted support and report to the SLT. They will meet the class teachers and the staff delivering the sessions, at least half-termly, to review progress and add/remove pupils where necessary.</p>	<p>Sally Diamond – cover and support teacher</p> <p>Vicky Lowe- Key Stage Two TA</p> <p>Zoe Pilkington- assessment coordinator</p>	<p>End of autumn term 2020 for all groups.</p> <p>Groups reviewed every half term thereafter.</p> <p>Discussion on attainment and achievement of pupils receiving funding will take place at termly pupil progress meetings</p>
<p>Establish a Lego therapy group for vulnerable pupils.</p>	<p>Behaviour, listening skills and social skills will all improve</p>	<p>Some pupils found the transition back to the school environment very challenging. These pupils have needed some additional support with re-establishing routines, friendships and revisiting expectations.</p>	<p>Regular discussion between Sandra, Helen and Zoe Pilkington-assessment coordinator around the academic progress well-being of the pupils receiving the therapy.</p> <p>The pupils will also be discussed in termly pupil progress meetings.</p>	<p>Sandra Lynch supported Helen Bridge- SEND coordinator</p>	<p>Fortnightly with places offered to additional pupils who need extra support</p>
<p>Total budgeted cost:</p>					<p>£14,890</p>

ADDITIONAL INFORMATION

- Analysis of attendance records