

Summary information					
School	Emersons Green Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£18,293	Number of pupils	208

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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
<p>We have been advised to 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>As a school we have the flexibility to spend the funding in the best way for our cohort of pupils and circumstances.</p> <p>In order to make the best use of this funding we have drawn upon the guidance provided by 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.</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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Younger children in the school have phonic gaps and their ability to segment for writing is less secure.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. The impact of remote learning is seen in lower year groups through their underdeveloped phonic knowledge and skills. The bottom 20% of readers have been disproportionately affected.</p>
<p>Non-core</p>	<p>There are gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> (£1000)</p> <p><i>SRE scheme adjustment/development to allow for full catch up for Yr6 pupils in particular – release time for SRE leader and Yr6 teacher.</i> (£200)</p> <p><i>Purchase additional concrete resources to replace those that did not return to school after being sent home to vulnerable children during lockdown.</i> (£1000)</p>		<p>SY</p> <p>JC</p> <p>SY</p>	<p>T4</p> <p>T3/4</p> <p>T1</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Arbor assessment training for assessment leader to ensure careful tracking and support gaps analysis – release time for training and staff meeting prep time in addition to training cost.</i></p> <p><i>Phonics assessment tracker development to support increased accuracy and specificity – release time for English lead.</i></p> <p><i>Interventions manager to analyse assessment data and meet with class teachers to plan specific interventions – release time</i> (£3000)</p>		<p>CM</p> <p>GL</p> <p>LM</p>	<p>T2</p> <p>T2/4/6</p> <p>T2/4/6</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Emersons Green have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 virtual tour of Emersons Green Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining the school</i> (£1,500)</p>		<p>KH</p>	<p>T2</p>
			Total budgeted cost	£ 6,700

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Maths support will increase mental maths knowledge, children will recall known facts and times tables, they will be able to complete calculations using taught strategies	<i>3x per week T4&5 -5 afternoon class cover to facilitate the Yr1 teacher and the Yr2 teacher having 1hr intervention time with identified pupils</i> <i>(Supply - £3,528)</i> <i>3x per week T5&6 -5 afternoon session reading assistant time to provided 1-1 reading for the lowest 20%</i> <i>(£644)</i>		SY/CW/MP /KH	End of T4
<u>Intervention programme delivered by class teacher</u> An appropriate numeracy intervention plan supports identified children in reinforcing their understanding of basic maths skills and application of number.	<i>3x per week T6 afternoon class cover to facilitate the Yr3 & 4 teacher having 1hr intervention time with identified pupils.</i> <i>(Supply - £1764)</i>		PF/JT/LM/ KH/SY	End of T5
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1/2 hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>½ hr 3x per week T4-5 catch-up club run by class teacher for 6 identified pupils – class teacher additional pay</i> <i>(£1000)</i>		SY/KH/CM	End of T5
Total budgeted cost				£6,936

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>				

<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Times Tables Rock Stars, Numbots, White Rose Premium.</p> <p style="text-align: right;">(£357)</p> <p>Remote learning training provided by the LA is attended, Google Classroom is set up and teachers are sufficiently trained (provided by CSET).</p> <p style="text-align: right;">(£1000)</p> <p>Home learning books are provided to the whole school, paper copies of home learning and required stationary provided as requested.</p> <p style="text-align: right;">(£500)</p>		<p>CM</p> <p>SLT</p> <p>SY</p>	<p>T3</p> <p>T2</p> <p>T1/3</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase laptops for teachers and key teaching assistants to facilitate home learning provision, iPads purchased to facilitate effective recording of school performances.</p> <p style="text-align: right;">(£2000)</p>		<p>KH/RR</p>	<p>T3</p>
			Total budgeted cost	£3,857
			Cost paid through Covid Catch-Up	£17,493