

COVID Catch-Up Premium Plan for Edleston Primary School

Summary information					
School	Edleston Primary School				
CATCH Up Lead :	Rachael Bagni				
Academic Year	2020-21	Total Catch-Up Premium	£16,880	Number of pupils	210

Funding

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 is 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>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>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>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ☐ Supporting great teaching ☐ Pupil assessment and feedback ☐ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ☐ Supporting parent and carers ☐ Access to technology ☐ Summer support

Identified impact of lockdown	
Maths	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.
Writing	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.
Reading	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 don't is now increasingly wide. We have also noticed that children may be able to read, but have a lack of understanding about what they are reading and so are unable to answer questions on the text.
Non-core	There are now significant 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.

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?
<u>Teaching assessment and feedback</u> 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.	<i>Purchase and implement the NFER maths and reading tests, plus PUMA and PIRA for Y1 and use these tests to inform future planning.</i> <i>Cost of £1,100</i>		RB	July 21
			Total budgeted cost	£ 1100

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 need extra support in reading and spelling. They will be able to comprehend reading better as a result of being able to read at a quicker pace without	<i>Purchase and implement NESSY</i> <i>Cost of £900</i>		CP	Weekly NESSY reports plus

spending their working memory decoding.				termly
<u>Intervention programme</u> NELI intervention for reception children to improve early language development.	School is part of the NELI intervention programme No cost for resources, cost of a TA and class teacher to attend training and implement the programme. Cost of £3,000		RB	July 21
<u>Intervention programme</u> 1 to 1 and small group support for identified children. Autumn term-FS, Y1 and Y5 Spring term-Y2 and Y6 Summer term-Y3 and Y4	School has employed 2 teachers to teach small group or 1 to 1 literacy and numeracy catch up activities, based on teacher assessments and test results. Cost of £2,800 each term so total of £8,400			Ongoing
			Total budgeted cost	£12,300
			Running total	£13,400

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting foundation subject teaching and learning</u> School has purchased books for children to take home in case of a child being in self isolation or a bubble has to self isolate. These all link to the schools long term plan.	Books have been purchased, which compliments what the children are learning in school, or should have learnt in school if a whole bubble has to self isolate. £1,500			July 2021
			Total budgeted cost	£1,500
			Running total	£14,900
			Total budgeted cost	£ 14,900

Money left to spend; £1,980

This action plan is subject to change as we have registered with the national tutoring programme and requested 2 FT teachers.