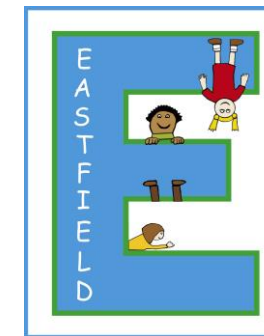


COVID catch-up premium report

Eastfield Primary School 2020-2022



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	401	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,080		

GUIDANCE

Pupils 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 impact of lost time in education will be substantial, and we endeavour to try to close these gaps for all pupils.

The Government has provided funding to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. The allocation for schools is calculated on a per pupil basis, providing school with a total of £80 for each pupil in Reception through to Y6. It is envisaged that this funding will target the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their peers widening.

This catch-up premium is one-off grant funding and has therefore 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.

GUIDANCE

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide with evidence-based approaches to catch up for all pupils. Schools could use this document to help them direct their additional funding in the most effective way.

The EEF recommends, and at Eastfield Primary we will incorporate a range of these:

Teaching and whole school strategies

- Supporting quality first teaching
- Pupil assessment and feedback - including for on-line working (see Remote Learning policy updated September 2021)

Targeted approaches

- One to one and small group tuition (including on-line)
- Intervention programmes
- Extended school time (including tutoring provision)

Wider strategies

- Supporting parent and carers (including to access remote learning)
- Access to technology

There will also be several other costs incurred as it becomes apparent, the longer the pupils are back in school, what this catch-up funding needs to be used for in order to close gaps and accelerate learning. The emotional health and well-being of pupils will also be funded too.

STRATEGY STATEMENT

GUIDANCE

Catch-up priorities

Eastfield Primary School will prioritise closing the gaps caused by Covid-19, prioritising children from a vulnerable background and those pupils who have significant gaps in their knowledge

Core approaches

- We will second a full-time teacher from Kingswood to support small groups of identified pupils in reception, as well as to provide hands-on outdoor adventure activities to address problem-solving, reflection and discussion of thinking and emotion for all children in early phase who missed out on outdoor learning and experiences in lockdown, especially school trips and educational visits, thus creating gaps in knowledge.
- We will employ a part-time teacher to enable swift and accurate diagnosis of SEND pupils' needs so that school can plan and deliver a tailored programme of learning that is bespoke to their needs, utilising outside agency help where necessary. and to support small groups of identified pupils for Lego based therapy.

Overall aims of our catch-up premium strategy

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment in Reception and Year 1 is lower for pupils eligible for PP than for other pupils. This slows and impacts progress in subsequent years.
B	Reading - Pupils have not kept up with their phonic knowledge and have lost key reading skills including fluency, these pupils have been unable to retain previous skills.
C	Gaps in Writing - Pupils have not picked up writing or mark-making implements, some pupils have not used their knives and forks either, so this has had to be re-taught. SPAG gaps have also been evident, as has the ability to write at length or for a sustained period. Some KS1 pupils have lost the ability to formulate a sentence and 'hold a sentence'.


D	Gaps in maths - Pupils have not kept up with their mathematical knowledge and have lost key skills including fluency.
E	Increasing numbers of pupils with SEND and the most common type of need for EHCP at Eastfield is SEMH (4/10) as opposed to autistic spectrum when compared to national.

ADDITIONAL BARRIERS	
External barriers:	
F	Improve attendance of disadvantaged pupils to LA average (98.5%). (Low attendance reduces their school hours, causing them to fall behind).
G	Number of vulnerable pupils or with difficult home circumstances (increased during Covid 19 pandemic).
H	Access to and understanding of technology.




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?

<p>Core subjects e.g. reading, writing and maths will focus on 'recovery' e.g. re-capping basic skills, developing stamina, re-connecting learning and making links to learning specifically clear. There will be a focus on 'gap-filling'.</p>	<p>Supporting quality first teaching.</p> <p>Gaps for PP pupils close following Covid-19.</p> <p>All pupils recover 'lost' learning in the core skills.</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF T&L Toolkit</p>	<p>LH to monitor weekly planning and provide feedback.</p> <p>SLT lesson drop ins and formal lesson observations in summer 1.</p> <p>Book trawls in summer 2 to cross-reference against EOY reports and outcomes.</p>	<p>HB</p>	<p>September 2021</p>
<p>PP children are given intervention to make rapid and sustained rates of progress.</p> <p>(All classes have a L2 TA £211,006 – part of our PP expenditure)</p>	<p>Improved progress for PP pupils working below expected ARE (children who are WTS).</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF T&L Toolkit</p> <p>Teaching assistants <small>Low impact for high cost, based on limited evidence.</small> £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +1</p> <p>Early years interventions <small>Moderate impact for very high cost, based on extensive evidence.</small> £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	<p>HB to monitor PP interventions.</p> <p>Summer 2 - L2 TAs to be interviewed and provision monitored for impact.</p>	<p>HB</p>	<p>September 2021</p>

<p>Plan for 'Recovery' curriculum in Autumn Term. (All timetables to include rainbow hour, outdoor learning, additional sessions for PSHE and daily physical activity).</p>	<p>Gaps for PP pupils close following Covid-19.</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF T&L Toolkit Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> 	<p>HB to scrutinise timings within timetables and provide written feedback.</p> <p>Transition and behaviour incidents will be monitored and checked and a reduction of incidents would show an impact.</p>	<p>HB</p>	<p>October 2020</p>
<p>Additional 2 hours of maths to be incorporated in to timetables for Summer 1.</p>	<p>All pupils rapidly recover maths skills so they meet or exceed ARE.</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools</p>	<p>HB to scrutinise timings within timetables and provide written feedback.</p> <p>KL to monitor weekly maths planning and provide feedback to ensure 7 hours of maths is well mapped to ensure there is a journey of learning.</p>	<p>KL HB</p>	<p>May 2021</p>
<p>Kinetic letters training for all teachers and TAs in reception to Y4. (£932.24 for 12 x L2 TAs and 4 x HLTAs to take part in training.)</p>	<p>All pupils recover writing skills so they meet or exceed ARE</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools</p>	<p>8 x teachers and 12 x L2 TAs take part in training.</p> <p>CL to monitor weekly planning and provide feedback to ensure there is a journey of learning.</p>	<p>CL HB</p>	<p>July 2021</p>

SEN and Well-being Teacher employed for 3 days per week (£29,021)		EEF Toolkit: +4 months – Social and Emotional Learning You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.”		RW	July 2022
SEN and Well-being Teacher to run sessions for Lego Based Therapy with SEMH learners (1 intervention per day - £412.92)	Improve emotional health and well-being of pupils.	EEF Toolkit: +4 months – Social and Emotional Learning	Time limited intervention - evaluation and data from this intervention will be analysed by SLT on a half termly basis.	RW	Spring 2022
Total budgeted cost:					£41.832.92
Other approaches					
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?
Pupils to have access to the pastoral team and, where necessary, zones of regulation work or regular remote check-ins if bubbles are required to close.	Improve emotional health and well-being of pupils.	<p>DfE’s catch-up premium guidance</p> <p>EEF’s COVID-19 support guide for schools</p> <p>EEF T&L Toolkit</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +4</p> <p>Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +3</p> <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +7</p>	Weekly behaviour meetings and termly analysis by behaviour and welfare officer.	RW AG	Termly

Take part in Living Streets “Walk to School Project”. Continue with reward system for highest attendance each week. (No cost)	Improve attendance and punctuality of disadvantaged pupils.	DfE’s catch-up premium guidance EEF’s COVID-19 support guide for schools	Weekly attendance meetings and termly analysis by family liaison officer.	VRo LT	Termly
Broadband dongles / Laptops allocated by DFE given to identified disadvantaged pupils. (No cost)	During lockdown or closure of a bubble, pupils can access additional devices so that they can access online learning.	DfE’s catch-up premium guidance EEF’s COVID-19 support guide for schools EEF T&L Toolkit Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small>   	Refer to remote learning policy.	ROH LH	July 2021
Total budgeted cost:				None	
				Total cost:	£56,962.60 (additional £24,882.60 subsidised by school)

ADDITIONAL INFORMATION

The use of the catch-up premium will be reviewed on a regular basis (at least termly) and funds allocated to pupils with greatest need.

During January lockdown the focus was on remote learning; consideration will be given to ways in which groups of pupils may be supported to catch up but it is likely that catch up will resume when school reopens.

For those pupils who are in school (vulnerable children and children of critical workers), every effort will be made to support any catch-up needs

Information used to support the sections above:

- Internal assessment and reporting software
- Evidence from the EEF Pupil Premium Guide
- Evidence from the EEF [families of schools database](#)
- Analysis of attendance records