

# COVID-19 Catch – Up Premium



**2020 - 2021**

Summary Information – Elm Tree Community Primary School			
Academic Year	2020 - 2021	Total Catch – Up Premium	£28,800
Number of Pupils	122		

Guidance	
<p><i>“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.</i></p> <p><i>We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”</i></p> <p style="text-align: right;">Department for Education website, 2020</p> <p>At Elm Tree Community Primary School, we welcome the additional funding to support pupils in catching up their missed education in the 2019-20 academic year. Each of our departments has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF) the specific approach is detailed below.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use	<p><b>Teaching and whole school strategies:</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul>

<p>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><b>Targeted approaches:</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p><b>Wider strategies:</b></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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<b>Identified Impact of Lockdown</b>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Basic Prime area skills (CLL, PD and PSED).</li> <li>- Basic knowledge of known number facts has declined</li> <li>- Times Table knowledge</li> <li>- Understanding of methods and strategies</li> <li>- Mental maths – children struggle to complete questions mentally and need physical objects to answer addition/subtraction questions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Basic Prime area skills (CLL, PD and PSED).</li> <li>- Stamina</li> <li>- Confidence</li> <li>- Concentration</li> <li>- Handwriting/letter and number formation</li> <li>- Spelling – spelling rules have been forgotten – maybe due to lack of consistent spelling practice and weekly tests and applying spellings in daily writing</li> <li>- Punctuation/paragraphs – simple punctuation such as full stops and capital letters</li> <li>- Word classes – verbs, adjectives, nouns needed recapping</li> <li>- Vocabulary – has reverted to being limited</li> <li>- Lots of screen time- not actually putting pen to paper during lockdown</li> <li>- Parents/Carers not being able to write so remote learning limited</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>- Basic Prime area skills (CLL, PD and PSED)</li> <li>- Stamina</li> <li>- Confidence</li> <li>- Basic Phonics knowledge lost</li> <li>- Fluency and accuracy</li> <li>- Comprehension skills - children can read the books matched to their level but for some children their comprehensions do not match their reading ability.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>- Reduction in skills/ability to play/share/interact appropriately.</li> <li>- Loss/reduction in tolerance and stamina to learn/engage in school.</li> <li>- Loss of motivation to communicate and problem solve due to under stimulation.</li> <li>- Increased negative/inappropriate language possibly due to over exposure out of school, devices, and internet access.</li> <li>- Increase in independent choice due to lack of guidance and supervision.</li> <li>- Working independently in all areas of the curriculum</li> <li>- Turn taking</li> <li>- Following instructions</li> <li>- Relationships</li> <li>- Manners and appropriate use of cutlery</li> <li>- Holding a conversation</li> <li>- Children struggle with general day to day social interaction particularly those with siblings at home</li> <li>- Struggling to work in groups or play games without arguing</li> <li>- Some children not able to pick up on social cues</li> </ul>
<b>Emotional &amp; Mental Health</b>	<ul style="list-style-type: none"> <li>- Increase in anxiety due to Covid worries and exposure to pressures of lockdown at home.</li> <li>- Children more reluctant to engage in school due to lack of appropriate stimulation/loss of learning exposure as a result of lockdown.</li> <li>- Children's anxiety level has increased which is having a huge impact on their days in school</li> <li>- Lower resilience – struggling with new learning/changes to routine</li> <li>- Spending less time outside/more screen time</li> <li>- Missing routine/structure</li> <li>- Lack of sleep due to no routine</li> <li>- Lonely/isolated</li> </ul>

<b>Planned Expenditure</b>	<b>£5,000</b>			
<b>Teaching &amp; Whole School Strategies</b>				
<b>Desired Outcome</b>	<b>Chosen Approach</b>	<b>Impact (on review)</b>	<b>Staff Lead</b>	<b>Review date</b>
<p><b>Supporting great teaching:</b> All pupils will be able to access reading books from the same scheme. This scheme has been chosen as it closely matches our phonics scheme (Letters and Sounds). All pupils will have access to the appropriate level books both in hard copy form and online. Staff training completed to ensure pupils have the correct level book (this includes fluency, comprehension, and vocabulary). Homework Policy.</p> <p>Each year group will have access to at least 1 full time teaching assistant to ensure that appropriate interventions and in-class support can be given to all pupils. Teaching improves across the whole school. Not because it is not good enough, but because it can always get better.</p> <p>Teaching assessment and feedback 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. Teachers workload is reduced so that they have sufficient time to analyse assessments and plan to address gaps in learning.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Elm Tree have an opportunity to become familiar and confident with the setting before they arrive. Parents can access key documents from a user friendly, easy to navigate website.</p>	<p>Reading books purchased for all levels from Reception to Year 6 so that there are enough for all pupils, at all levels. All books also purchased online so that all pupils can access from home.</p> <p>Staff training &amp; Staff CPD to be focussed on improving teaching and learning. Support staff to come to all staff meetings in Spring term.</p> <p>Initial assessment information</p> <p>Updated marking and feedback policy for each department</p> <p>A virtual tour arranged and shared with all new starters. Photography and videography are completed by a professionally.</p>		<p>MTr TL's</p> <p>TL's</p> <p>TL's</p> <p>LR DL</p>	<p>04/21</p> <p>04/21</p> <p>04/21</p> <p>04/21</p>

<b>Planned Expenditure</b>	<b>£20,000 (£40,000- Tutors)</b>			
<b>Targeted Approaches</b>				
<b>Desired Outcome</b>	<b>Chosen Approach</b>	<b>Impact (on review)</b>	<b>Staff Lead</b>	<b>Review date</b>
Identified children in all departments and will have access to 1:1 or small group tuition. Tuition will be focussed primary area of need as identified via an array of assessments.	Identified Numbers EY / KS1 = 8 LKS2 = 21 UKS2 = 28 Specialised = 7		TL's	04/21
Intervention programme for all pupils identified will have access to high quality teaching each day and gaps in knowledge (in reading, writing, spelling, social, emotional, and mental health) caused by lockdown will be negated.	See English & Maths Intervention Policies		MTr DHa	04/21
Each department will have access to at least 2 full time teaching assistant to ensure that appropriate interventions and in-class support can be given to all pupils. An appropriate intervention supports those identified children in reinforcing their understanding of their individual gaps in the core subjects.	Additional staff – floating staff for each department		TL's	04/21
To enhance access to ICT equipment and software/Apps in school to allow children opportunities daily to access things like TT Rockstars.	RM Easimaths - <a href="https://www.rm.com/products/rm-easimaths#howItWorks">https://www.rm.com/products/rm-easimaths#howItWorks</a>		TL's KA	04/21

Planned Expenditure	£5,000 (iPads from DfE)			
Wider Strategies				
Desired Outcome	Chosen Approach	Impact (on review)	Staff Lead	Review date
<p>Supporting parents and carers: 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>Additional online learning resources will be purchased, likewise, Spelling will be renewed so that children can practise spellings at home.</p>		TL's	04/21
<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>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p>		TL's	04/21
<p>Parents can access home learning documents from a user friendly, easy to navigate website.</p>	<p>The school website is more user friendly and simple to navigate. Parents can easily access all information required for home learning.</p>		TL's HC	04/21
<p>Any parents requiring support with food are provided this by the school, regardless of whether their children are in school, in isolation or shielding.</p>	<p>Home school link worker regularly contact all parents who they feel may require this support. Vouchers to be provided as appropriate to those who are most vulnerable. Any pupils who have FSM are given voucher (£3 a day) should they have to isolate for any reason. Cost of extra food and pupil support.</p>		HC TL's	04/21
<p>Access to technology</p>	<p>38 iPads are purchased through the DfE laptop scheme. These are allocated to pupils as needed.</p>		DL KA	04/21

<p>All pupils, regardless of home circumstances, have access to online learning should they have to isolate or shield for any reason. Laptops are set up to match the devices in school so that pupils know how to navigate these and can access all required learning.</p>	<p>Wi-Fi dongles are purchased through various scheme and allocated to pupils without home Internet. Extra ICT support is purchased so that the laptops can be set up straight away to include all school software, hyperlinks, Office software etc.</p>		TL's	
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