COVID catch-up premium spending: summary

SUMMARY INFORMATION- EARLS COLNE PRIMARY SCHOOL & NURSERY			
Total number of pupils:	409	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,720		

GUIDANCE-

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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-

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.

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.

Earls Colne PRIMARY SCHOOL

EEF RECOMMENDATIONS-

The EEF advises the following:

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Pastoral support/mentor time/soc skills

Earls Colne PRIMARY SCHOOL

IDENTIFIED IMPACT OF LOCKDOWN

SEMH	Due to the current pandemic, some staff and children are showing increased levels of anxiety. As a result, school have made provision for extra wellbeing and counselling sessions with a learning mentor. School have had to initially be reactive to the need as it arises.
Phonics	Teaching of phonics has been varied and lost among KS1. Parents were unable to teach phonics with the same rigour and routine and the impact of this is evident across EYFS & KS1
Reading	Some children across the school struggled to access reading opportunities during lockdown due to a lack of age-appropriate books. This has led to gaps in their phonic & comprehension skills and impacted their love of reading.
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.
Language	Many children have experienced a significantly reduced level of face-to-face interaction with both peers and adults. As a result, they have not been exposed to a rich and varied vocabulary and, in some cases, grammatically correct language. A reduction in high quality verbal communication has resulted in children using a less varied and specific vocabulary.
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.
Access to technology	Due to the need for remote learning, more access to technology is needed.
Outdoor provision	Children have lacked outdoor play during Lockdown and this has resulted in less social interaction.
Behaviour	School have been managing low level repetitive behaviours, conflict in social situations and crisis behaviours due to the lack of physical social interaction during lockdown. Many pupils have been 'plugged in' to social media and video games
Individual personalised learning	Some specific groups of children have significant gaps in learning including children with EAL and SEND.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys, as well as lost essential practising of writing skills.
B	In some cases, a lack of access to reading opportunities during lockdown due to lack of age appropriate books. This has led to gaps in their phonic & comprehension skills, language development and impacted their love of reading.
C	The majority of children missed two terms of school over 2 academic years and some children missed a significant part of their transitions.

ADDITIONAL BARRIERS	
External barriers:	
D	Access to electronic devices to engage remotely with the curriculum
E	Levels of anxiety among pupils and parents
F	Lack of social interaction due to access to lack of outdoor play resulting in more frequent peer-to-peer conflict in school

Earls Colne PRIMARY SCHOOL

Planned expenditure for current academic year

i. Teaching and whole-school strategies – quality teaching for all					
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date	Anticipated cost
Children who are in need of targeted support to make accelerated progress in reading are quickly identified and interventions are driven by identified need.	Phase catch up teachers employed for summer term 2021 Intervention planning- 10 week blocks to commence May 4th 2021 Data drops and pupil progress meetings inform planning		SENCo CTs	July 2021	SB- overtime CO- 2 days per week LT- overtime £6,000
An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Phase catch up teachers employed for summer term 2021 Intervention planning- 10 week blocks to commence May 4th 2021 Data drops and pupil progress meetings inform planning TT rockstars Additional maths resources purchased		NW LP/SB	July 2021	SB- overtime CO- 2 days per week LT- overtime £6,000
To provide access to sports activities during school holidays- Summer 2021 onwards.	Introduce a sports coach across KS2 from April 2021 to ignite a love of outdoor physical activity. Make this available in summer camps over the school summer holidays in the school grounds. Outdoor nurture teacher from Sept 2021 to work with vulnerable and disadvantaged pupils across school.		JS/ KS	Sept 2021	£5000 £10,000

				Total budgeted cost:	£27,000
Other approaches					
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date	Anticipated cost
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.	Extra laptops, desktops and ipads bought during lockdown 2021 to ensure children have the necessary access to online learning approaches where relevant. Work promotes independence and resilience and children have an open dialogue		NW	Sept 2021	Gov funded
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.	CGP books provided for all year groups by school Each child provided with a basic supply package of resources- paper and writing equipment ClassDojo made available to all families		NW	July 21	£1000
Ensure children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	41 extra laptops, 10 desktops and 7 ipads bought during lockdown 2021 to ensure children have the necessary access to online learning approaches where relevant.		NW	July 21	(ipads- accounted for below)

Teachers have laptops/ ipads that are equipped with webcams and allow the teachers to access school-based resources from home and deliver lessons remotely if needed. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Ipads for each class/ bubble to be able to facilitate home learning. Classdojo also used to be able to communicate easily and effectively with parents. ClassDojo was also adopted as the remote learning platform for gathering work and ensuring effective remote learning feedback and remote progress.		NW	July 21	£2500
Staff develop a greater understanding of children's mental health needs and therapeutic approaches in order to be able to help and support children who may have been affected adversely by closures and Covid 19.	Step on trainer training for key members of staff. Inclusion teacher to be appointed for Sept 2021 to work with the school's existing learning mentor to support children, families and staff. Outdoor nurture teacher from Sept 2021 to work with vulnerable and disadvantaged pupils across school.		JS/ CW	December 2021	£1200
				Total budgeted cost:	£4700

ADDITIONAL INFORMATION