COVID-19 catch-up premium report 2020 - 2021

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.

The EEF Covid-19 Support Guide for Schools has been used to support and inform decisions on how to use the catch-up funding. |

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 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. The following pages outline our catch-up plan including how we are spending the funding and how we will assess the effect of this expenditure on the educational attainment of our pupils.	The EEF advises the following: 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

Catch Up Premium Plan 2020 – 2021

Allithwaite CE Primary School

Planned expenditure – Headings grouped into categoroes outlined in the Education Endownment Foundation coronavirus support guide for schools.		
1. Teaching and whole-school strategies		
Desired outcome	**Chosen Approach**	**How outcome will be assessed**
Supporting great teaching Curriculum offer: Schemes of work for mathematics will consider gaps in learning through consolidation of previous year group objectives as appropriate to topic of study. Subject leadership of foundation subjects will design planning which identifies key knowledge, skills and core subjects appropriate to subject and mapped age appropriately. Enrichment activities will inspire teaching and learning.	• Joint planning using White Rose Maths and Powermaths schemes of work. • Increased teacher hours to accommodate single cohort teaching in mixed aged Year one and two class. • Subject Leader release time and external CPD opportunities.	• Planning, pupil work and pupil interview monitoring activities. • Teaching observations. • Internal CPD meetings led by subject leaders. • End of block assessment data.
Teaching assessment and feedback: Teachers have a clear understanding of any gaps in learning at the offset of teaching. Teachers medium term planning includes key revision lessons to revisit and consolidate prior learning. Review marking and feedback policy and proceedure.	• In school transition data. • Subject leads expert in their subjects plan revsion opprortunities and monitor across school. • Review summative assessment checkpoints and implement those that allow quality teaching in first instance.	• As above & also including: • In school summative assessment excel documents. • Transition meetings.
Transition support:	• Online/virtual classroom tours.	• CPOMs

Accomodating opportunity to experience new classroom environment/teachers etc within covid risk assessment boundaries. Supporting smooth transiton of children from reception to year one. Developing resilience in pupils behaviour, both learning and well-being.	• Teacher introduction & familiarisation videos & quizes online. • Implementing continuous provision in Year one and two class. • Emotional literacy approach across school. • Daily well-being activities as part of the timetable e.g. yoga for kids, sitting still like a frog.	• Attendance • Pupil attitude survey
Targeted approaches:		
One to One and small group intervention: Identified eyfs children make good progress in speech, language and communication outcomes. Identified children pass year one/year two phonics screening tests. Identified children make accelerated progress in phonetical understanding. Identified children have more opportunity for reading aloud and make accelerated progress in ability and fluency.	• NELI • 5 minute box. • One to one daily readers. • Additional support staff hours in eyfs. • Support staff hours for catch up outside of the classroom.	• NELI • Phonics assessment checkpoints • BURT reading test outcomes • NFER reading comprehension outcomes
Intervention Programme: Approriate intervention programe for maths to target pre teaching and consolidation teaching.	• STA hours to lead intervention outside of classroom. • White Rose maths and Powermaths schemes of work.	• End of block and NFER assessment outcomes.
Wider strategies:		
Supporting parents and carers: Remote learning programme which includes good balance of teacher led,	• School website set up to allow access to weekly plans of work and lessons and	• Online attendance registers. • Submitted pupil work.

pre-recorded led, pupil independent and group task based activities. Thus increasing sustainability within the home environment. Access to printed work packs for all families. Well-being activities incorporated into weekly programes of study and encouraging offline time. Instruction for technology access clearly communicated. Class specific email accounts established for daily interaction with teaching staff.	links to external providers. • Dedicated section of website to online safety and any IT step by step guides. • Zoom platform with private links emailed to pupil families for joining remote lessons at school and from teacher's home. • School class email accounts through system IT. • Tapestry online platform for EYFS and SEN pupils. • Printing/collection and handing in plan for pupil works.	• School facebook page weekly round ups.
Access to technology: • Technology available in each household known of. • Additional devices loaned to households as required. • Staff laptops fully equipped for live remote lesson delivery and parental remote meetings. • Pupil devices fully supportive of access to and particpation in online lessons.	• DFE laptop allocation. • Purchase of technological devices as needed. • Household surveys/audits. • Home learning platform managed by identified member of staff.	• Audit outcomes. • Parental/carer comms. • Pupil participation in online learning.