



Coronavirus (COVID-19) Catch-Up Premium Plan:

Sept 2020-July 2021 & Sept 2021-July 2022

(This is a working document and priorities may change.)

Rationale and Vision

At Eastington, we aim for our children to reach their full potential: academically, socially, physically and emotionally to enable them to confidently make their next steps and embed a life-long love of learning. We strive for our children to become active citizens in society who contribute positively whether locally or globally.

Our school motto is 'aiming high together' – this includes our school values to be: kind, cooperative, resilient, responsible, and ambitious. We work together with all members of our school community to demonstrate these values in all we do.

The impact of Covid-19 has meant children, parents, teachers and school leaders have met an unpredictable array of challenges. The year ahead will be crucial as schools re-establish routines and reconnect with pupils, so that all pupils go on to thrive.

The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—may have been adversely affected by extended time away from school. Some children may have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines.

In terms of learning, many children may have been unable to access and engage fully with remote learning. Of course, some children will have had a positive experience, able to make the most of home learning as well as additional family time. However, the evidence suggests they are likely to be disproportionately from better-off backgrounds and that, as a result, existing learning gaps will have widened.

Whatever the projected impact of Covid-19 on pupils' learning and the continuing disruption to the daily work of schools, what matters now is how we respond in the upcoming academic year. An evidence-informed response can help in restoring vital learning routines and ensure both pupils and teachers will have the best chance of success in a school year unlike any other. This guide is intended to support this.

Catch Up Funding

What is it? (Information taken from: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>)

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. 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. This funding will be provided in 3 tranches providing schools with an initial part payment in Autumn 2020. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Guidance suggests prioritising a small number of approaches balanced with evidence as to why this has been chosen and the pupils selected. It can include training, assessment, high quality feedback, technology, 1:1/small group work as some examples. The choices made on how this money will be spent will be guided by each school on an individual basis, linked to the curriculum and focussed on areas pupils will most benefit from. The EEF (education Endowment Foundation) has provided many helpful tools to aid effective interventions etc. which can support evidence-based learning. It is important that interventions meet specific need: regular sessions, maintained over a sustained period of time, which are carefully timetabled. Consistency is key. Effective intervention must follow assessment to ensure they are well targeted and track pupil progress. Funding can also be used to support parental/carers engagement, to buy additional technology/ improve facilities or as summer holiday support.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

Selecting the focus areas and children for catch-up:

- Teachers assessed children on their return to school. Identified areas for catch-up were identified and prioritised by SLT. Some catch-up is being undertaken by quality first teaching or additional time being given to a focussed area in classes. Some areas were felt to be so important for the long term success of children that they would be targeted for catch-up intervention.
- As a school we anticipate a Catch-Up allocation of: £11,200. Catch-up funding will support 3 main areas: improved phonic skill for children in Y2 and Y2; improve mental maths for children in KS2; individual tutoring in maths or English for those who most need it, especially vulnerable children, through the tutoring program. Please see more details of our use of funding further below.
- For phonics we selected 1:1 short, regular intervention with the class TA. This was because it allowed specific problems to be identified swiftly and taught instantly. We also know that phonic knowledge and skill improve most rapidly with short and frequent intervention. We have strong teacher/TA teams at Eastington so feedback from TA to teacher can lead to adapting classwork/information being shared with parents so they can support children too. A team around the child approach is most powerful.
- For mental maths we selected small group (probably 1:2) short, regular intervention with the class TA. This was because it allowed specific problems to be identified swiftly and taught instantly and also facilitated game playing. We also know that mental maths knowledge and skill improve most rapidly with short and frequent intervention. We have strong teacher/TA teams at Eastington so feedback from TA to teacher can lead to adapting classwork/information being shared with parents so they can support children if possible too. A team around the child approach is most powerful.
- For phonics and mental maths regular learning of key knowledge and skills are important. As such we will purchase a half class set of ipads to enable children to quickly & easily access learning in these areas through apps (such as TT Rock Stars, Phonics Play etc) as well as supporting other interventions which benefit from short, regular learning (such as Nessy for spelling). In this way the impact of the funding would support children this year and for several years to come.

- We will use some Catch-Up funding to pay for the National Tutoring Programme which will support children to improve core maths & English skills through individualised tuition. We will top up this funding from school budget. See below for more information on this.

National Tutoring Programme

What is it? (Information taken from : <https://nationaltutoring.org.uk/ntp-tuition-partners/for-schools>)

The National Tutoring Programme (NTP) aims to support teachers and schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. However, participating schools will be able to decide which of their pupils will most benefit from additional support, and which type of support is more suitable.

Tutoring is designed to provide additional support, as a supplement to the high-quality classroom teaching that is the most powerful way to support children.

Costs

Tutoring received through NTP Tuition Partners is subsidised by 75%. Schools are free to use the additional catch-up funding to pay for remaining costs.

How are we going to use the tutoring programmes?

Selecting children:

- SLT identified disadvantaged children (PP, cause for concern, SEND and vulnerable) in each year group. Then, any other pupil who may have been disadvantaged by the break from school due to COVID-19 were identified from each year group.
- This gave us an indication of potential numbers for tutoring. The SENCo & Inclusion Leader then discussed the potential pupil list with teachers who have worked with children since September to prioritise - 18 children were identified.

- We believe children in Reception and Year 1 are best supported by familiar teachers/TA and so looked to Y2-Y6 for tutoring. (Catch-up funding has been identified to support children in Y1. 15/20 children in Rec were in school during wider opening in June 2020 – these are our present Y1 cohort.)

Selecting the tutoring:

- We have selected face to face tuition with a teacher/higher level teaching assistant (HLTA) as EEF states that intervention with a teacher/HLTA has positive impact on learning (teachers/HLTA can identify difficulties in understanding/adapt teaching swiftly to the needs of the children). Feedback from tutors can also feed into classwork/be shared with parents so they can support too. We also believe relationships are important to children at primary age too and act as a positive motivational force.
- Groups can be from 1:1-1:4. As EEF say that small group focussed intervention is very effective we have chosen 1:3 to make the groups comfortable for children. Children will work within class groups to reduce covid cross contamination as much as possible.
- We have approximately £1,124 left of Catch Up funding. Costings for 15 sessions of 1:1 support are between £133.25 and £183.75. It therefore would be more cost effective to group some pupils in small groups too (based on curriculum level, specific support and targets) so that more pupils are able to access this support and therefore support their learning further. A basic example of costs for 30 pupils in 1:3 small group tuition for 15 sessions is between £1462 and £2137.50. With use of the rest of the Catch Up premium, the cost to school could be between £338 and £1,013.
- We used the National Tutoring Programme website to search for partners that would be appropriate to work with pupils at our school. We have contacted companies to discuss costings and what is available on offer. We have selected: 'Teaching Personnel'. We have organised tuition in the afternoons so core learning in maths and English is not missed. We will timetable so children do not miss their 'well-being' focussed afternoon.
- Pupils have been selected and grouped based on learning need (and baseline evidence/teacher assessment and judgement). Parents of children involved in tutoring will be notified in Autumn Term 2.
- Once costings are confirmed, tutoring will begin in January 2021.
- Monitoring of the progress of children will be recorded by the tutor and overseen by the SENDCo to ensure positive impact.

Eastington Primary School Coronavirus (COVID-19) Catch-Up Premium Plan:

Sept 2020-July 2021 & Sept 2021-July 2022

Desired Outcomes	Evidence	Key Actions	Timescale	Resources/£	Progress	Impact and Outcomes
<p>Improve the phonics skills and knowledge of Y2/Y1/Y3 pupils that may have fallen behind, so that they develop reading skills that will support them in accessing curriculum.</p>	<p>We know reading is a key life skill. Without accurate reading knowledge, pupils fall behind and struggle to access the curriculum. As a result, gaps become wider, pupils fall behind and this can impact on self-esteem and behaviour.</p> <p>Evidence from school formative and summative assessments have identified which pupils have a need in this area.</p> <p>Intervention set at the appropriate level rather than covering what is already known + targeting their specific gaps.</p> <p>The EEF suggests the use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured</p>	<p>Year 1 and Y2 + Y3 pupils baselined using phonics tracker.</p> <p>Once assessment data compiled pupils selected based on need and grouped accordingly.</p> <p>Pupils then to have specific targeted intervention at correct Phase phonics level to support learning and knowledge.</p> <p>Supporting documents/records to track pupils progress and assess at timely intervals.</p>	<p>All baselines to be completed by 9/10/20. Pupils identified for intervention w/b 19/10/20.</p> <p>Complete phonics interventions for Y2 as a priority in Autumn Term 2020 and by Dec 2020 (and then Y3 and then Y1 if needed)</p> <p>Once pupils have been evidenced as catching up in this area, Y3 and Y1 pupils will be identified and continue a block of 1:1 or small group work focussing on this aspect of the curriculum</p>	<p>TA to work 4 afternoons per week (1 hour) supporting pupils in phonics intervention Estimated cost for academic year: £3038</p> <p>TA Sep hours- 6.75 Children baselined</p> <p>TA October hours – 14.25</p> <p>TA November hours 14.5</p>	<p>Y3 all based phonics screening baseline: non needed intervention.</p> <p>Y2 pupils identified and intervention started in Oct. Focussed on 5-7 children (25% of cohort) who had more significant gaps.</p> <p>Y2 re-assessed by 5th Dec so data can be sent to LA/all children can undertake screening before term ends (in case of self isolation.)</p> <p>Dec: identify Y1 pupils who will need support with phonics and spend Spring 1/2 supporting with intervention – see below.</p>	<p>Phonic Screening baseline + results for Y2: Pupil 1 Sept 10/40 – Dec 36/40 Pupil 2 Sept 22/40 – Dec 34/40 Pupil 3 Sept 26/40 – Dec 35/40 Pupil 4 Sept 27/40– Dec 34/40 Pupil 5 Sept 7/40 – Dec 14/40 Pupil 6 Sept 28/40 – Dec 36/40 Pupil 7 Sept 22/40- Dec 36/40</p> <p>All but one Y2 children at our school who have completed phonics intervention passed the phonics screening re-test in early December 2020. We will continue to support the pupil who needs further teaching in this area. The</p>

	interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.					one Y2 child will continue to receive additional support. Phonic screening pass rate for Y2 was 95%
Improve the phonics skills and knowledge of Y1 pupils that may have fallen behind, so that they develop reading skills that will support them in accessing curriculum.	<p>We know reading is a key life skill. Without accurate reading knowledge, pupils fall behind and struggle to access the curriculum. As a result, gaps become wider, pupils fall behind and this can impact on self-esteem and behaviour.</p> <p>Evidence from school formative and summative assessments have identified which pupils have a need in this area.</p> <p>Intervention set at the appropriate level rather than covering what is already known + targeting their specific gaps.</p> <p>The EEF suggests the use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p>	<p>Year 1 baselined using phonics tracker on return to school in Spring Term 2 2021 (after Jan/Feb 2021 lockdown)</p> <p>Once assessment data compiled pupils selected based on need and grouped accordingly.</p> <p>Pupils then to have specific targeted intervention at correct Phase phonics level to support learning and knowledge.</p> <p>Supporting documents/records to track pupils progress and assess at timely intervals.</p>	<p>All baselines to be completed by Spring Term end.</p> <p>Pupils identified for intervention w/b 29/3/21.</p> <p>To complete phonics interventions for Y1 (and one Y2) in Summer Term.</p>	<p>TA to work 4 afternoons per week (1 hour) supporting pupils in phonics intervention</p> <p>Estimated cost for academic year: £3038</p>	<p>Y1 pupils identified. Intervention started w/c 19.4.2021 focussed on children who had more significant gaps.</p> <p>Y1 assessed at end of Summer Term 6 2021</p>	<p>Phonic Screening baseline + results for Y1 (+ one Y2 pupil):</p> <p>Pupil 1 March 21: Pupil 2 March 21: Pupil 3 March 21: Pupil 4 March 21: Pupil 5 March 21: Pupil 6 March 21:</p>

<p>Improve the arithmetic skills of Key Stage 2 pupils that may have fallen behind, so that they are able to access the maths curriculum more readily.</p>	<p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. Encourage pupils to take responsibility for, and play an active role in, their own learning. Technology and manipulatives, initially to scaffold if needed, will support this. Selection should be guided by pupil assessment. Interventions should start early, be evidence-based and be carefully planned. Interventions should include explicit and systematic instruction.</p>	<p>Baselines to be completed for Y3 & Y4 (Y5 too if needed)</p> <p>Pupils identified for intervention</p> <p>To complete arithmetic interventions for Y3 and Y4 pupils. Key Stage 2 pupils will be identified and continue a block of 1:1 or small group work focussing on this aspect of the curriculum.</p> <p>Ongoing for Summer Term.</p>	<p>All baselines to be completed by end of Spring Term 4.</p> <p>Pupils identified for intervention by w/b 29/3/21.</p> <p>Pupils to be selected and taught as necessary in Summer Term.</p> <p>Timely monitoring and effective feedback will support tracking of progress.</p>	<p>TA to work 4 afternoons per week (1 hour) supporting pupils in maths intervention Cost for academic year: £3038</p>		
<p>Improve core skills in maths or English for those who would most benefit (affected by lockdown, disadvantaged, vulnerable, etc) through accessing the National Tutoring program</p>	<p>The EEF suggests the use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of English and mathematics.</p> <p>Due to the Tutoring Program offer this is good value for money.</p>	<p>SLT discuss/make key decisions on provision for our children: Yr2-Y6, in person, in small groups etc.</p> <p>Select provider: Teaching Personnel from National Tutoring Programme list</p> <p>SENCo+teachers identify children who would most benefit from tutoring by Dec 2020. Information shared with parents.</p>	<p>Discuss/select pupils in Oct 2020</p> <p>Discussion/decide provision for pupils in Oct/Nov 2020 when information on tutoring program is available.</p> <p>Select provider when info available in Nov 2020</p> <p>Create timetable keeping children in classes in bubble groups.</p> <p>Share information with parents.</p>	<p>£1282.50 from catch-up fund</p>	<p>Meeting via Teams with selected provider to discuss the process/provision/costs in detail</p> <p>Children selected for tutoring programme (Total 18 children in Y2/Y4/Y6 in 6 groups: 6x £213.75)</p> <p>T identified personalised targets for each child.</p> <p>Timetable created for groups to work within</p>	

		<p>Tutoring to start Jan 2020 – first assessment + reviewed + end assessment to review impact</p>	<p>T to identify personalised targets for tutor.</p> <p>Tutoring to start in March 2021 for 15 weeks.</p> <p>SENCo to obs a session of intervention – Summer Term 2021</p> <p>Initial/end assessments will be undertaken by tutor and shared with SENCo who will monitor tutoring</p>		<p>class groups to reduce cross contamination. Timetable to work around well-being afternoon for children too.</p> <p>Intervention started.</p>	
<p>Improve core skills in maths or English for those who would most benefit (all 5 PP outside of Y1, those impacted by Jan/Feb 2021 lockdown) through accessing the National Tutoring program</p>	<p>The EEF suggests the use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of English and mathematics.</p> <p>Due to the Tutoring Program offer this is good value for money.</p>	<p>SLT/SENCo/teachers identify children who would most benefit from tutoring in Sept 2021-July 2022</p> <p>Consider a more intensive approach to timetable tutoring to support recall/acquisition of new skills: ie 2 times a week for 8 weeks of 3 times a week for 5 weeks.</p> <p>Information shared with parents.</p> <p>Tutoring to start Jan 2020 – first assessment</p>	<p>Discuss/select pupils in March 2021 (when return in Spring Term 2 from Jan/Feb 2021 lockdown)</p> <p>Request tutoring from linked company</p> <p>Create timetable keeping children in classes together – look at class split for next academic year.</p> <p>Share information with parents – Summer term 6 2021</p> <p>Tutoring to start for all groups for 15 weeks over sept 2021-July 2022.</p>	<p>=£1923.75 total expenditure (school will cover additional costs)</p>	<p>Potential children selected for tutoring programme (Total 27 children in 9 groups: 9x £213.75, though we may not secure this allocation)</p> <p>Grouped in bubbles of new classes.</p> <p>Awaiting to see if request can be met by Teaching Personnel</p>	

		+ reviewed + end assessment to review impact	SENCo to obs a session of intervention – Autumn Term 2021 Initial/end assessments will be undertaken by tutor and shared with SENCo who will monitor tutoring			
Total Catch-up funding for our school over 20/21 & 21/22	£11,200 Total spend £12,320.25 (school will cover additional £1120.25 costs for additional tutoring if secured) (4 groups with PPx£213.75=£855)					

Documents used to support selection of interventions:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Summary_of_Recommendations.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf