



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/carer 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** in 2020-2021. Catch-up funding will support 3 main areas: improved phonic skill for children in Y1 and Y2; improve mental maths for children in KS2; individual tutoring in maths or English for those who most need it, especially children who are vulnerable, 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.
- 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 for tutoring in 2020-2021, 44 children were identified for tutoring in 2021-2022.
- We believe children in Reception are best supported by familiar teachers/TA and so looked to Y1-Y6 for tutoring. The Y1 tutoring group will start later in the year to allow the children to develop/be able to sustain concentration for longer time periods.

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.
- Costings for 15 sessions of 1:1 support with Teaching personnel are £735, and 1:3 are £855. It therefore would be more cost effective to group some pupils in small groups (based on curriculum level, specific support and targets) so that more pupils are able to access this support. In 2020-2021, the subsidy for tutoring is 75/25. In 2021-2022, the subsidy is 70/30. Our understanding is the subsidy will reduce over time. As a result it would be financially (as well as educationally) beneficial to support more children in receiving tutoring before the subsidy reduces substantially.
- 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 before tutoring starts.
- Once costings are confirmed, tutoring will begin in January 2021. We will look to secure more tutoring for 2021-2022 too.
- 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. In 2020-2021</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>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:</p> <p>Pupil 1 Sept 10/40 – Dec 36/40</p> <p>Pupil 2 Sept 22/40 – Dec 34/40</p> <p>Pupil 3 Sept 26/40 – Dec 35/40</p> <p>Pupil 4 Sept 27/40– Dec 34/40</p> <p>Pupil 5 Sept 7/40 – Dec 14/40</p> <p>Pupil 6 Sept 28/40 – Dec 36/40</p> <p>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 one</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.					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/spelling skills that will support them in accessing curriculum. In 2020-2021	<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</p>	<p>Year 1 baselined using phonics tracker and spelling 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/spelling 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 5 children (25% of cohort) who had more significant gaps.</p> <p>Y1 assessed at end of Summer Term 5 2021</p>	<p>Phonic Screening baseline + results for Y1 (+ one Y2 pupil):</p> <p>Pupil 1 March 21: 23/40 June 21:35/40</p> <p>Pupil 2 March 21:23/40 June 21: 33/40</p> <p>Pupil 3 March 21:39/40 June: 40/40</p> <p>Pupil 4 (Y2)** March 21:24/40 June 21: 24/40</p> <p>Pupil 5 March 21:33/40 June 21: 33/40 (absent for official mock screen)</p> <p>**pupil is SEND and has significant working memory needs. Repetitious learning and precision teaching but struggles to retain. EP assessment in September 2021.</p> <p>Spelling-Y2</p>

	children struggling with aspects of literacy.					<p>Pupil 1 March 21: 20/64 June 21: 41/64</p> <p>Pupil 2 March 21: 27/64 June 21: 35/64</p> <p>Pupil 3 March 21:27/64 June 21: 50/64</p> <p>Pupil 3 March 21: new to school June 21: 21/64</p> <p>Pupil 4: March 21: 19/64 June 21: 27/64</p> <p>Pupil 5 March 21:32/64 June 21: 39/64</p> <p>Pupil 6 March 21:44/64 June 21:Absent</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. In 2020-2021</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</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</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</p>	<p>TA to work 4 afternoons per week (1 hour) supporting pupils in maths intervention Cost for academic year: £3038</p>	<p>Y4 pupils identified. Intervention started w/c 19.4.2021 focussed on 9 children initially who had more significant gaps.</p> <p>Y4 assessed at end of Summer Term 5 2021</p>	<p>TTRS baseline results for C4 selected pupils in Spring 2021</p> <p>*Pupil highlighted blue is PP. *Pupils highlighted in yellow are WT ARE and used x table grid on the initial assessment – this was an error in the assessment process.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Spring 2</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10/100</td> <td>62/100</td> </tr> <tr> <td>2</td> <td>43/100</td> <td>56/100</td> </tr> <tr> <td>3</td> <td>45/100</td> <td>58/100</td> </tr> </tbody> </table>	Name	Spring 2	Summer 2	1	10/100	62/100	2	43/100	56/100	3	45/100	58/100
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	be carefully planned. Interventions should include explicit and systematic instruction.	focussing on this aspect of the curriculum. Ongoing for Summer Term.	support tracking of progress.			<table border="1"> <tr> <td>4*</td> <td>80/100??</td> <td>54/100</td> </tr> <tr> <td>5*</td> <td>89/100??</td> <td>57/100</td> </tr> <tr> <td>6</td> <td>66/100</td> <td>76/100</td> </tr> <tr> <td>7</td> <td>74/100</td> <td>80/100</td> </tr> <tr> <td>8</td> <td>78/100</td> <td>86/100</td> </tr> <tr> <td>9</td> <td>59/100</td> <td>74/100</td> </tr> </table> <p>Y4 X Table screener results Pupil 1 June 21: 13/25 Pupil 2 June 21: 12/25 Pupil 3 June 21: 17/25 Pupil 4 June 21:17/25 Pupil 5 June 21: 14/25 Pupil 6 June 21: 19/25 Pupil 7 June 21: 20/25 Pupil 8 June 21: 20/25 Pupil 9 June 21: 14/25</p> <p>There is not an expected 'pass rate' The data is used by the DfE and LA to check scores against national averages etc. Data is not to be used as a diagnostic tool.</p>	4*	80/100??	54/100	5*	89/100??	57/100	6	66/100	76/100	7	74/100	80/100	8	78/100	86/100	9	59/100	74/100
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Improve core skills in maths or English for those who would most benefit (affected by lockdown, disadvantaged, vulnerable, etc)	The EEF suggests the use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports	SLT discuss/make key decisions on provision for our children: Yr2-Y6, in person, in small groups etc. Select provider: Teaching Personnel from National Tutoring Programme list	Discuss/select pupils in Oct 2020 Discussion/decide provision for pupils in Oct/Nov 2020 when information on tutoring program is available.	£1282.50 from catch-up fund	Meeting via Teams with selected provider to discuss the process/provision/costs in detail Children selected for tutoring programme (Total 18 children in	All children have participated in 15 weeks of 1:3 tuition. Assessments completed by tutor and final reports written. All staff report children more confident and engaged in lessons and application of these focussed skills within lessons.																		

<p>through accessing the National Tutoring program in 2020-2021</p>	<p>children struggling with aspects of English and mathematics.</p> <p>Due to the Tutoring Program offer this is good value for money.</p>	<p>SENCo+teachers identify children who would most benefit from tutoring by Dec 2020. Information shared with parents.</p> <p>Tutoring to start Jan 2020 – first assessment + reviewed + end assessment to review impact</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>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>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 class groups to reduce cross contamination. Timetable to work around well-being afternoon for children too.</p> <p>Intervention started.</p>	<p>A more detailed/comprehensive report of progress has been shared with staff on the tutor’s portal.</p> <p>Summary: 66% of the children (12 children) had met their targets. 22% of children (4 children) had met some of their targets. One of the children who only met some of their targets missed two tutoring sessions. 11% of children (2 children) had not met their targets. One of the children who did not meet their targets missed two tutoring sessions. End of academic year 2020-2021</p>
<p>Improve core skills in maths or English for those who would most benefit (incl all children who are PP, those</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>SLT/SENCo/teachers identify children who would most benefit from tutoring</p> <p>Consider a more intensive approach to timetable tutoring to</p>	<p>Discuss/select pupils in March /April 2021 (when return in Spring Term 2 from Jan/Feb 2021 lockdown) and final review in July 2021 so ready for new year 2021-2022.</p>	<p>=£3,420 total expenditure (other school funds will cover additional costs here)</p>	<p>Children selected for tutoring programme : Total 44 children in 16 groups</p> <p>Grouped in new classes in case of future bubble working on site</p>	

<p>impacted by Jan/Feb 2021 lockdown) through accessing the National Tutoring program in 2021-2022</p>	<p>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>support recall/acquisition of new skills: ie 2 times a week for 8 weeks but felt impact on children missing breadth of lessons not helpful.</p> <p>Tutoring to start Sept/Oct 2021 – first assessment + reviewed + end assessment to identify/review impact</p> <p>Information shared with parents before tuition starts.</p>	<p>Request and secure tutoring from Teaching Personnel June/July 2021 (We had to wait until Sept/Oct 2021 as provider changed to Randstant)</p> <p>Create timetable keeping children in classes together – look at class split for next academic year when doing this.</p> <p>Share information with parents – Autumn term 1 2021 before tutoring starts</p> <p>Tutoring to start for all groups for 15 weeks over sept 2021-July 2022. (Started Oct due to delay as provider & rules changed so Teaching Personal had to wait to see if their bid was successful.)</p> <p>Initial/mid/end assessments will be undertaken by tutor and shared with SENCo who will monitor tutoring</p> <p>SENCo to obs a session of intervention – Autumn Term 2021</p>		<p>Autumn/ Summer Groups: will start as asap in Autumn Term and complete in March 2022</p> <p>Spring /Summer Group : Will start in March 2022 and end June 2022</p>	
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Total Catch-up funding for our school over 20/21 & 21/22 is £11,200	Y2 phonic £3038 Y1 phonics £3038 Y3/Y4 mental maths £3038 Tutoring 2020-2021 £1282.50 Tutoring 2021-2022 £3420 Total spend £13,816.50 (School will cover additional costs for tutoring £2,616.5) (In 2020-2021: 4 groups with PPx£213.75=£855) (In 2021-2022: 5 groups with PPx£213.75=£1068.75)					

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