

Coronavirus (COVID-19) Catch-up Premium

Percy Main Primary School



Summary information			
Total catch-up premium (based on 176 pupils)	£14, 080	£8, 213 due in the financial year 2020 - 2021	£5, 867 due in the financial year 2021 -2022

Guidance	
<p>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.</p>	
Use of funds (DfE Guidance)	EEF recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p> <p>Schools should use this document to help them direct their additional funding in the most effective way.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ● Supporting great teaching ● Pupil assessment and feedback ● Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ● One to one and small group tuition ● Intervention programmes ● Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> ● Supporting pupils' social, emotional and behavioural needs ● Supporting parent and carers ● Access to technology

Identified impact of lockdown	
Reading	KS2 fluent readers accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, less confident children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG 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.
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.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.

<p>Intervention Programmes</p> <p>EEF - <i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i></p>	<p>Purchase of additional Fresh Start resources for small group tuition in KS2</p>	<p>To raise the standard of reading and levels of engagement during reading interventions.</p>	<p>£350</p>	<p>Data analysis</p> <p>Notes from Pupil Progress meetings</p> <p>Lesson drop-ins</p> <p>Pupil voice</p>	
<p>Intervention Programmes</p> <p>EEF - <i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i></p>	<p>Participation in the NELI programme – time to release staff for training & purchase resources . NT to deliver 20-week NELI programme, following training, for targeted group</p>	<p>Improved performance of targeted pupils, particularly disadvantaged pupils, in relation to communication and language skills.</p> <p>Gap diminished between disadvantaged and non-disadvantaged pupils in relation to outcomes in communication and language.</p>	<p>Costs for TA cover for training = 1 week for training/preparation /assessment £505.20</p>	<p>Analysis of baseline assessment outcomes</p> <p>Drop-ins to sessions</p>	
<p>Intervention Programmes</p> <p>EEF - <i>'Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities'.</i></p> <p>Wider Strategies</p> <p>EEF -Supporting parents and carers</p>	<p>Support from My School Health</p>	<p>Support provided for families, children and staff through for example, assessment, counselling, therapeutic intervention or working with other services.</p>	<p>£27.80 per hour plus VAT x 34 £945.20</p>	<p>Staff Voice</p> <p>Pupil Voice</p> <p>Parent/Carer voice</p> <p>My School Health reports</p>	
			<p>£13,958.88</p>		